

# **USMC LEADERSHIP PROGRAM**



## **DISCUSSION LEADERS' COURSE**

**NAVMC 2660**

PCN 100 013346 00

DEPARTMENT OF THE NAVY  
HEADQUARTERS UNITED STATES MARINE CORPS  
WASHINGTON, D. C. 20380

21 Jan 1977

FOREWORD

1. Purpose. To promulgate NAVMC 2660, Discussion Leaders' Course.

2. Information

a. Effective upon receipt, NAVMC 2660 supersedes the "68-Hour UDL Course" for use by field commanders in training discussion leaders. NAVMC 2660 is intended to serve only as a guide, and field commanders are authorized as much flexibility as necessary in adapting its contents to meet local needs, provided graduates of the course are thoroughly qualified to conduct leadership program seminar/discussion groups.

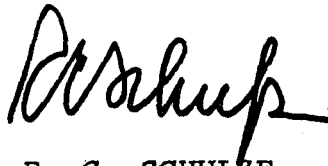
b. NAVMC 2659, USMC Leadership Training for the Organized Marine Corps Reserve, will be used in lieu of NAVMC's 2656A, 2656B, and 2657 for discussion leader training of the Organized Marine Corps Reserve (USMCR-(O)-).

c. NAVMC 2660 does not amend any directive promulgated by higher authority; if apparent conflicts arise, the latter shall take precedence.

d. This manual will be revised on the basis of field experience gained during the initial year of use. Accordingly recommended changes should be forwarded via the chain of command to the Commandant of the Marine Corps (Code MPH) with a copy to the Head, Leadership Instruction Department, Marine Corps Education Center, MCDEC, Quantico, Virginia 22134.

e. In consideration of austere funding, the initial distribution of NAVMC 2660 represents the estimated minimum essential quantities. Addressees with excessive or inadequate distribution should request a permanent distribution change in accordance with MCO P5600.31C, paragraph 3215.3a(2).

3. Reserve Applicability. NAVMC 2660 is applicable to the Marine Corps Reserve.
4. Certification. Reviewed and approved this date.



R. C. SCHULZE  
Brigadier General, U. S. Marine Corps  
Director, Manpower Plans and Policy Division

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USMC LEADERSHIP  
PROGRAM

DISCUSSION  
LEADERS' COURSE

NAVMC 2660

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**PART I**

**INFORMATION FOR COMMANDERS**



## INFORMATION FOR COMMANDERS

### 1. BACKGROUND

a. The USMC leadership program was initiated in response to racial violence in the late 1960's. It was necessarily a crash program and had three main, closely related goals: (1) stop the violence, (2) provide just solutions to racial conflicts, and (3) develop methodology which would not employ anti-establishment approaches to assist in accomplishing these first two goals.

b. It is not maintained that this effort necessarily stopped the violence directly. However, it did help create an atmosphere that allowed Marine leadership to achieve constructive results, and it did so through a methodology that spared the Marine Corps most of the disruptive conflict that accompanied the open-confrontation, encounter-group approach that was often employed elsewhere.

2. PROGRAM IMPLEMENTATION. With the publication of this manual, a new and important phase of program development is beginning. It will enable the Marine Corps to:

a. Emphasize existing program characteristics and introduce two others under development; and

b. Accomplish learning objectives by the usual methods of Marine Corps training.

### 3. CURRENT AND EVOLVING CHARACTERISTICS OF THE LEADERSHIP PROGRAM

a. The first characteristic of this developing program is that it is guided by research and experimentation. The educational materials used in the program, the methods of instruction, and the implementation procedures are all the result of research--some of which has been very sophisticated and some of which has been relatively informal.

Scientific studies and experiments, usually conducted by universities and commercial research firms, are being provided at the HQMC level. Discussion leaders are being tasked with finding out what the local issues are so that they can be injected into leadership discussions at the appropriate times. Included in the research expected of these Marines are (1) keeping up with current events; (2) occasionally reading in such areas as history, geography, economics, biology, and sociology; (3) informally discussing leadership training with fellow discussion leaders, instructors, and other leaders with a view toward program improvement; and (4) finding out what is bothering Marines at a particular command and asking their suggestions on solutions.

b. The second characteristic is that the program is based upon objective values, rather than being based upon a "relativistic" or "self" theory. This is important because the leadership program attempts to rejuvenate some of the basic values we hold as Americans, such as freedom, democracy, equality, and the need for order. Most importantly, this characteristic addresses the dual-life value, which is defined operationally as the belief that: "We have a duty to others and we have a duty to ourselves." This philosophy appears much closer to satisfying the goals of a military organization than the "do-your-own-thing" philosophy.

This values base also rejects the impression that racial violence is simply an isolatable problem. Rather, the philosophy beneath the Marine Corps approach holds that all the complex human problems, e.g., the women's movement, drug abuse, and family breakdown, derive from the same source--modern values confusion. Hence, the starting point for a long-term solution to any of our human problems must be the identification of common values by all of the conflicting sectors of society, especially inside the Corps.

c. The third program characteristic is the rational cross-group discussion of differences. The leadership discussion group serves as a forum for the rational exchange of ideas. It also is an opportunity for leaders to provide their Marines with information to dispel the emotional basis for myths and misunderstandings in the area of human conflict. Thus it fulfills the Marine's need, as a reasonable human being, to have his/her reason in control of irrational inclinations. The discussion group also provides practice individual action assignments designed to prepare Marines for the continuing action program.

d. The fourth characteristic, just mentioned, is that the program is action oriented. Research and the discussion of values in rational groups are designed to motivate each Marine to adjust his or her behavior in positive ways, through interpersonal relations with others across such barriers as age, grade, sex, and race. Included is the need to obtain the skills which will allow these positive behavioral adjustments. This is the self-development part of individual action.

e. In addition to these four characteristics which are currently operational, experiments are being conducted with a fifth characteristic not yet approved for Corps-wide implementation. This characteristic is referred to as ethics and the disciplined use of force. Here, the concern is to develop within Marines the ethical, disciplined, responsible use of force in order to eliminate fear, insecurity, and prejudice. A Marine who intends to practice the values, principles, and interpersonal relations discussed in this program must develop the physical, mental, and ethical skills needed to stand against those who would practice bigotry, discrimination, disruption, and other life-threatening actions. Marines who acquire these skills are the defenders and protectors of all people.

Ethics and the disciplined use of force is a crucial facet of the program. It has been used successfully in small experiments but must be further tested in a more expanded experimental plan. Consisting mainly of combined lessons in ethics and the unarmed combat skills, i.e., in ethics and the disciplined use of force, it has multiple purposes. It helps provide Marines with the confidence needed to support basic human values during this period of considerable values confusion. Similarly, it helps clarify the true nature of the Marine Corps leadership effort as a strong, values-defending package, rather than a "do-good" package as it has been mistakenly viewed too often in the past. This physical aspect of leadership training should not be introduced without further guidance. However, it will be helpful if commanders describe this developing aspect of the program to their Marines.

f. Finally, the sixth characteristic, an incentive system, is in its earliest stages of development. This system is envisioned to encompass five broad subsystems designed to cover the formal schools at MCDEC as well as field commands. The five are:

(1) Tests. The ability to test the leadership knowledge of individual Marines is necessary in order to ensure that they are in fact learning the material. Testing is essential within the formal schools in order to give weight to the leadership instruction and to ensure that knowledgeable Marines are qualified as instructors and discussion leaders.

(2) Inspections. Primarily for use at field commands, this subsystem includes inspections at all levels in the chain of command, beginning with Inspector General of the Marine Corps. Formal inspection checklists as well as informal methods of inspection would be employed.

(3) Rewards. This subsystem is to be used in the formal schools and in the field. It would cover every reward from verbal praise in informal situations to the presentation of special awards at formal ceremonies. Appropriate rewards would be included for each level in the chain of command.

(4) Punishments. This subsystem, of course, goes hand in hand with the reward component. Both formal and informal punishments would be included.

(5) Evaluations. Evaluation will certainly be the most difficult subsystem to develop and to implement. However, it is important to determine if leadership training and other subsystems of the incentive system are achieving the desired results. To this end, practical, usable, command-conducted, immediate feedback evaluation is necessary, whereby each level within the chain of command can determine training effectiveness and needed changes.

#### 4. PROGRAM COMPONENTS

a. The orientation is the first component to be presented in the leadership program, as well as in the leadership instruction conducted in the formal schools at Quantico. Its purposes are to (1) provide the student with an overview of the program, (2) provoke thought for the discussions to follow, and (3) motivate Marines to meaningful participation by providing other information of a general nature.

b. The education component takes place in the guided discussion groups. Although training materials are provided for use in the groups, discussion leaders must be prepared to supplement them by injecting local issues, current events, and real-life anecdotal examples designed to make the training more meaningful.

c. Individual action, the third and final component, is the desired result of the orientation and education components. Unless Marines commit themselves to individual action assignments, the other two components will have failed. The scope of individual action is

broad. It includes some self-improvement, unit improvement, and certain constructive interpersonal actions--not only toward Marines of all racial, ethnic, social, and economic backgrounds, but also toward all members of other Armed Services and toward civilians.

5. ROLE OF COMMANDERS. It is the responsibility of commanders to help guide the development of the leadership program toward its total integration into the Marine Corps chain of command. The most appropriate role for commanders and their staffs in facilitating that transition is to ensure that Marines of lesser grade are provided with the best possible guidance and assistance during the implementation and conduct of leadership training, including continuous action programs. As a beginning, leaders should study the educational materials associated with the leadership program in order to increase their knowledge and to answer questions posed by their Marines.

## **PART II**

### **DISCUSSION LEADERS' COURSE**

## ADMINISTRATIVE INSTRUCTIONS FOR DISCUSSION LEADERS' COURSE

### Background

Because of the many variables associated with implementation of the leadership program, specific instructions for local implementation of this course are not provided. As transition from human relations to leadership continues, ways and means of full program development and implementation are yet to be devised. However, it is apparent that the role of the discussion leader is being expanded beyond guiding a group discussion using educational materials developed at the Headquarters Marine Corps level. Among other duties, this expanding role requires that the discussion leader:

- a. Assume the role of teacher;
- b. Learn the skills necessary to inject items of local interest and current events into the discussions;
- c. Develop the skills needed to write leadership situations and action program assignments that can be used to solve local leadership problems or situations;
- d. Learn to use chalkboards, flip-charts, and other training aids that will enhance the instruction;
- e. Be able to talk about a variety of leadership topics, not only those contained in the educational materials, but also those that are brought up outside the classroom, e.g., in the office, at the club, or in the field;
- f. Set the example of effective leadership at all times, including personal involvement in individual action;



g. Be able to measure the effectiveness of leadership instruction by orally testing the learning objectives associated with the educational materials; and

h. Develop procedures for gathering information which will determine what the current situation is and how that situation affects the leadership training being conducted.

It should be evident from this expanded role that a discussion leaders' training course should be structured to provide the technology necessary to present effective leadership training. Although the main thrust is to teach technology, there are two primary areas in which cognitive learning must occur as well. First, discussion leaders must learn, understand, and be able to explain the concepts discussed in USMC Leadership Discussion Leader Manual, NAVMC 2656A. This thorough understanding is essential if discussion leaders are to be able to present leadership instruction in terms that Marines in the discussion group can understand and to which they can relate. The second area concerns the individual action program. Discussion leaders must know the full scope of individual action in order to advise individual Marines on ways to improve themselves mentally, physically, and ethically.

#### Use of Materials

A mandatory program of instruction is included as a basis for the discussion leaders' course. However, each subcourse is structured to provide instructors with flexibility in its use. Subcourses are formatted as prescribed by Marine Corps Order P1510.23A, "Design of Courses of Instruction." They include instructor notes, detailed outlines of lectures, student outlines, annexes, and student advance sheets, as appropriate. More detailed student outlines may be developed and provided for each subcourse, at the discretion of the instructor.

Commanders and instructors are encouraged to expand their discussion leaders' course to fit the needs and resources of their local unit. For example, if an action assignment in the local community is deemed appropriate, then a subcourse in this area should be developed and included in the training. Similarly, in order to keep the discussion leader informed about current leadership issues, subcourses may be added which deal with those problem areas discussed in NAVMC's 2656A and 2657 or with other issues identified by the command, e.g., substance abuse, educational opportunities, community relations, child abuse, and the role of the military man/woman in today's society.

Instructors are also authorized and encouraged to augment the materials in this course through the use of:

a. Guest instructors, e.g., the OIC of a unit's training support center might be asked to teach Subcourse 0203, "Mediating Devices and Equipment (Training Aids) ";

b. Visual aids (Those provided with Subcourse 0307, "Information Gathering," may be modified as desired as long as the tenor of the instruction is maintained);

c. Films, both those approved by Headquarters Marine Corps for use within basic leadership training and others which relate to the material in the discussion leaders' course; and

d. Outside reading assignments, e.g., topics drawn from the professional reading list published in Marine Corps Leadership Training Progress Report Number 4 dated 9 November 1975.

Both the films and outside reading assignments are to be used in addition to, not in place of, any of the subcourses in the program of instruction.

## Program of Instruction

The time estimates for the following subcourses are based upon the assumption of twelve Marines in each training group.

1. Welcome Address (0101) 0.5 L

PURPOSE: To enable the student to gain an understanding of the leadership views of the Commanding Officer or his/her designated representative.

2. Individual Introductions (0102) 2.0 L/GD

PURPOSE: To provide the student with a knowledge of why a series of discussion group meetings should begin with an individual introduction by each Marine in the group.

3. Course Introduction (0103) 0.5 L

PURPOSE: To provide the instructor with an opportunity to accomplish administrative matters on the first day of the discussion leaders' course.

4. Effective Listening (0201) 1.0 L

PURPOSE: To present information concerning the need for effective listening so that discussion leaders can provide meaningful leadership training to their Marines.

5. Initial Orientation (0202) 1.0 L

PURPOSE: To provide background information concerning the leadership program in general and the discussion leaders' course in particular.

6. Mediating Devices and Equipment (Training Aids) (0203) 0.5 L

PURPOSE: To provide the student with a general understanding of mediating devices and equipment as background for their development and use in leadership training.

7. Use and Introduction of Guest Speakers (0204) 0.5 L/PA

PURPOSE: To provide the student with information on how to use guest speakers during leadership training and how to introduce them to Marines.

8. Management of Individual Action (0205) 1.0 L

PURPOSE: To provide the student with information concerning the discussion leader's responsibilities in the management of individual action programs.

9. A Test of Leadership Traits (0301) 1.5 L/PA

PURPOSE: To increase the student's understanding of leadership traits, as well as the ability to explain and apply them in ways that will enhance leadership training.

10. 2-Minute Impromptu Speeches (0302) 2.0 L/PA

PURPOSE: To provide the student with the opportunity to speak in an impromptu manner on a variety of leadership topics in order to increase his/her speaking ability and general knowledge of leadership topics.

11. Discussion Leading (0303) 1.0 L/PA  
PURPOSE: To introduce the student to the procedures used in planning and conducting group discussions.
12. Student-Led Discussions (0304) 24.0 GD  
PURPOSE: To provide the student with an opportunity to practice leading a guided group discussion.
13. Oral/Written Reports (0305) 1.75 L/GD/PA  
PURPOSE: To provide the student with the opportunity to gain in-depth knowledge about a variety of subjects contained in the educational materials used in the leadership program.
14. Vocabulary Insights (0306) 1.0 L/GD/PA  
PURPOSE: To provide the student with an appreciation of (1) the difficult vocabulary used in the leadership materials and by some discussion leaders, and (2) the fact that, as a result, some Marines cannot understand the concepts being discussed.
15. Information Gathering (0307) 5.5 L/PA  
PURPOSE: To provide the student with the background and techniques needed to gather information for use in leadership training.
16. Development of Leadership Situations 7.0 L/GD/PA  
and Action Assignments (0308)  
PURPOSE: To provide the student with the skills necessary to develop a case study or action assignment designed to deal with a local leadership situation, issue, or problem.
17. Oral Testing of Learning Objectives 1.0 L/PA  
(0309)

PURPOSE: To provide the student with the procedures and skills needed to test orally the learning objectives contained in educational materials used in the leadership program.

18. Iceberg Chart of Human Conflict 0.5 L/PA  
(0310)

PURPOSE: To provide the student with an opportunity to practice using the Iceberg Chart in determining the underlying causes of leadership problems and in explaining the causes to Marines.

19. The Big Picture of USMC Leadership 1.5 L/PA/D  
(0311)

PURPOSE: To provide the student with the skills and procedures needed to present The Big Picture of USMC Leadership to Marines.

20. Use and Control of Teams of 4 or 5 0.5 L  
Marines (0312)

PURPOSE: To provide the student with information concerning the use and control of teams of 4 or 5 Marines.

21. USMC Leadership Discussion Manual, 10.0 GD  
NAVMC 2656B (0401)

PURPOSE: To provide the student with an understanding of the philosophical concepts and related ideas/issues contained in the USMC Leadership Discussion Manual, NAVMC 2656B.

22. USMC Annual Leadership Training, 3.25 L/GD  
NAVMC 2657 (0402)

PURPOSE: To provide the student with an overview of USMC Annual Leadership Training, NAVMC 2657.

23. USMC Leadership Discussion Leader 3.0 L/PA  
Manual, NAVMC 2656A (0403)

PURPOSE: To provide the student with an overall knowledge of USMC Leadership Discussion Leader Manual, NAVMC 2656A.

24. Resource Document on the U.S. Government (0404) 0.5 L

PURPOSE: To provide the student with a resource document that can be used as background information when presenting instruction in leadership training, particularly Chapter Five, USMC Leadership Discussion Leader Manual, NAVMC 2656A.

### Training Schedule

Local training schedules should be developed in the standard format. An example is indicated below.

FROM: Commanding General  
TO: Discussion Leader Students, Class 1-76  
SUBJECT: Training Schedule for Discussion Leaders' Course

<u>Training Day/Time</u>	<u>Subject</u>	<u>References</u>	<u>Instructor</u>	<u>Student Asg.</u>	<u>Remarks</u>
<u>T/D #1</u>					
0800-0830	Course Intro- duction	None	Capt Smith	N/A	None

The references and student assignments should be taken from the specific subcourse involved. Following is a sample training schedule indicating the training day, time, and subject only.

<u>Training Day/Time</u>	<u>Subject</u>
<u>T/D #1</u>	
0800-0830	Course Introduction 0103 (L)
0830-0900	Welcome Address 0101 (L)
0900-1000	Effective Listening 0201 (L)
1000-1100	Initial Orientation 0202 (L)
1100-1130	Individual Introductions 0102 (L/GD)
1130-1300	Lunch and PT
1300-1430	Individual Introductions 0102 (L/GD)
1430-1500	2-Minute Impromptu Speeches 0302 (L/PA)
1500-1630	<u>USMC Leadership Discussion Manual, NAVMC 2656B</u> 0401 (GD)
<u>T/D #2</u>	
0800-1130	<u>USMC Leadership Discussion Manual, NAVMC 2656B</u> 0401 (GD)
1130-1300	Lunch and PT
1300-1630	<u>USMC Leadership Discussion Manual, NAVMC 2656B</u> 0401 (GD)



T/D #3

0800-0815	2-Minute Impromptu Speeches 0302 (PA)
0815-0915	Discussion Leading 0303 (L/PA)
0915-0945	Use and Control of Teams of 4 or 5 Marines 0312 (L)
0945-1000	Oral/Written Reports 0305 (L/GD/PA)
1000-1130	The Big Picture of USMC Leadership 0311 (L/PA/D)
1130-1300	Lunch and PT
1300-1430	<u>USMC Leadership Discussion Manual, NAVMC 2656B</u> 0401 (GD)
1430-1500	Resource Document on the U.S. Government 0404 (L)
1500-1600	<u>USMC Leadership Discussion Leader Manual, NAVMC 2656A</u> 0403 (L/PA)
1600-1630	Iceberg Chart of Human Conflict 0310 (L/PA)

T/D #4

0800-0815	2-Minute Impromptu Speeches 0302 (PA)
0815-1015	<u>USMC Leadership Discussion Leader Manual, NAVMC 2656A</u> 0403 (L/PA)
1015-1200	<u>USMC Annual Leadership Training, NAVMC 2657</u> 0402 (L/GD)

1200-1300	Lunch and PT
1300-1430	<u>USMC Annual Leadership Training, NAVMC 2657</u> 0402 (L/GD)
1430-1630	Information Gathering 0307 (L/PA)

T/D #5

0800-1130	Information Gathering 0307 (L/PA)
1130-1300	Lunch and PT
1300-1330	A Test of Leadership Traits (Part A) 0301 (L/PA)
1330-1630	Development of Leadership Situations and Action Assignments 0308 (L/GD/PA)

T/D #6

0800-1200	Development of Leadership Situations and Action Assignments 0308 (PA)
1200-1300	Lunch and PT
1300-1330	A Test of Leadership Traits (Part B) 0301 (PA)
1330-1400	Oral/Written Reports 0305 (PA)
1400-1500	Vocabulary Insights 0306 (L/GD/PA)
1500-1600	Oral Testing of Learning Objectives 0309 (L/PA)
1600-1630	Mediating Devices and Equipment (Training Aids) 0203 (L)

T/D #7

0800-1000	Student-Led Discussions 0304 (GD)
1000-1030	Oral/Written Reports 0305 (PA)
1030-1130	Student-Led Discussions 0304 (GD)
1130-1300	Lunch and PT
1300-1500	Student-Led Discussions 0304 (GD)
1500-1530	Oral/Written Reports 0305 (PA)
1530-1630	Student-Led Discussions 0304 (GD)

T/D #8

0800-1000	Student-Led Discussions 0304 (GD)
1000-1030	2-Minute Impromptu Speeches 0302 (PA)
1030-1130	Student-Led Discussions 0304 (GD)
1130-1300	Lunch and PT
1300-1500	Student-Led Discussions 0304 (GD)
1500-1530	Use and Introduction of Guest Speakers 0204 (L/PA)
1530-1630	Student-Led Discussions 0304 (GD)

T/D #9

0800-0900	Management of Individual Action 0205 (L)
0900-1100	Student-Led Discussions 0304 (GD)
1100-1130	A Test of Leadership Traits (Part C) 0301 (PA)

1130-1300	Lunch and PT
1300-1500	Student-Led Discussions 0304 (GD)
1500-1530	2-Minute Impromptu Speeches 0302 (PA)
1530-1630	Student-Led Discussions 0304 (GD)

T/D #10

0800-1200	Student-Led Discussions 0304 (GD)
1200-1300	Lunch and PT
1300-1600	Student-Led Discussions 0304 (GD)

END OF COURSE

Reminder

The subcourses included in this package can prepare a discussion leader for his/her duties; however, it is only through monitoring and informal evaluation that commanders can determine the adequacy of their discussion leaders' training. Marine Corps Order 5390.2A, Enclosure (6), Leadership Program Report, provides commanders with an opportunity to report on the program. Further assistance for discussion leader training subcourses may be requested through that channel.

**WELCOME ADDRESS**  
**"Views on Leadership"**  
**Subcourse 0101**

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## WELCOME ADDRESS

### Instructor Notes

A welcoming address by the Commanding Officer or his/her designated representative is highly desirable and lends both command support and emphasis to the course. The speaker should be senior to the highest ranking student.

No sample text is provided for the address, since the "views on leadership" will vary with each speaker. However, some relationship between the speaker's views and this discussion leaders' course should be stressed.

Schedule the address early on the first training day, since its primary purpose is motivational. It can be inserted into the period designated for the Course Introduction subcourse where flexibility has been allowed for speakers who are brief as well as for those who will talk for longer periods of time. However, schedule the address as a separate item on the training outline.

## WELCOME ADDRESS

### "Views on Leadership"

LESSON PURPOSE: To enable the student to gain an understanding of the leadership views of the Commanding Officer or his/her designated representative.

LEARNING OBJECTIVES: This period of instruction has an informational objective, rather than a behavioral objective, the satisfaction of which will not be measured during the course.

## INDIVIDUAL INTRODUCTIONS

Subcourse 0102

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## INDIVIDUAL INTRODUCTIONS

### Instructor Notes

These materials should be presented at the first opportunity following placement of the students into a guided discussion group environment.

Part One consists of a detailed outline for a lecture of approximately ten minutes. This material should be presented in the instructor's own words, in as informal a manner as possible. It is suggested that the instructor present the material while sitting in his/her normal place at the table.

Part Two consists of a student outline. Allow sufficient time for the students to read the first page of the outline prior to beginning the lecture.

Annex A is a sample format that can be used during individual introductions.

## INDIVIDUAL INTRODUCTIONS

### Detailed Outline

#### INTRODUCTION

1. GAIN ATTENTION. The term "individual introductions" simply means a brief outline of the personal history and background of each Marine in the discussion group. Such introductions are a part of this course of instruction, as well as the training you will be providing other Marines in your role as a discussion leader.
2. MOTIVATE. One of the most important--and difficult--tasks of the discussion leader is to ensure full participation by everyone in the group. This is easier to accomplish if each Marine comes to know, and to gain some insight and understanding concerning, each of the other Marines in the group. The individual introductions we are about to make will assist both the discussion leader and the group members in this effort. Since the first several meetings are crucial to the success of a discussion group, this groundwork for meaningful discussions must be laid early.
3. PURPOSE. The purpose of this period of instruction is to provide the student with a knowledge of why a series of discussion group meetings should begin with an individual introduction by each Marine in the group.
4. LEARNING OBJECTIVES
  - a. During this period of instruction, the student will, as a member of a discussion group, and with the use of references:

(1) Present a brief oral outline of his/her personal history and background, using the format set forth in Annex A of the student outline as a guideline; and

(2) Prepare notes on the presentation by other Marines in the group for use during later periods when he/she will act as a discussion leader for a group of fellow students.

b. Following this instruction, without the aid of references, and in accordance with instructional material presented, the student will be able to state and explain the four benefits of the individual introductions that commence a series of discussion group meetings from the standpoint of both the discussion leader and the group members.

## BODY

### 1. INDIVIDUAL INTRODUCTIONS AS A PART OF DISCUSSION GROUP TRAINING

#### a. Benefits to the Group Members

(1) Assists those Marines who are normally reluctant to speak up in a group. They have an opportunity to begin talking in the group on the subject they know best--themselves.

(2) Allows Marines to gain some initial knowledge and insight into the other group members--to see some welcome similarities, e.g., same hometown and similar duty stations, and also perhaps some basic differences.

#### b. Benefits to the Discussion Leader

(1) Allows the discussion leader to make an initial assessment of individual Marines in a discussion group setting.

(2) Enables the leader, during the actual discussions, to call upon a Marine he/she now knows to have special knowledge, background, experience, or training in an area that is pertinent to an issue under discussion. A shy or reluctant Marine may also

be encouraged to participate if it is pointed out that he/she does have special knowledge that would assist the group. (Example: "Sgt. Jones, you told us that you had recently returned from Okinawa. What do you think would be the reaction of the Okinawans that you knew to a situation similar to the one we are discussing?")

## 2. METHODOLOGY

### a. Led by the Discussion Leader

(1) The individual introductions are led off by the discussion leader. He/she should give a frank and complete self-introduction, so that the Marines in the group will do the same. If the leader gives only a very sketchy outline, the group members will follow that lead.

(2) It is important that the discussion leader's introduction set the tone for a thoughtful, rather than an emotional, approach. He/she must avoid "talking down" to the group, e.g., spending considerable time talking about college careers, and avoid making statements that give the impression of strong prejudices against a particular race or group to the extent that they would interfere with providing effective leadership. The discussion leader should set the example by using that desirable leadership trait--tact.

(3) Following the discussion leader, each member in turn presents his/her individual introduction. Note that a Marine may skip or omit any item on the introduction outline.

### b. Item No. 9 - Prejudice

(1) The last part of the individual introduction asks each Marine to identify the forces of prejudice working in his/her hometown, schools, etc., and the success achieved in rising above those forces. This part of the introduction serves several purposes:

(a) To show that topics and feelings we usually keep hidden can be discussed frankly and calmly, without embarrassment;

(b) To show that open discussion of negative influences in our culture can assist leadership; and

(c) To assist the group members in identifying subtle or unconscious prejudicial influences in their own histories. (Occasionally, every Marine in a discussion group will assert he/she has no prejudices whatsoever. The discussion leader can point out the possible naïveté of that position by raising questions about unthinking ethnic jokes, the use of derogatory ethnic terms and names, etc.)

#### OPPORTUNITY FOR QUESTIONS AND COMMENTS

#### SUMMARY

We have briefly talked about the importance of individual introductions in getting a discussion group started on an open and rational basis. If there are no further questions, we'll use them now to set the same tone for your discussion leader training. I will lead off, followed by each of you. Please limit your introduction to 5 minutes; and, as we go along, don't forget to jot down some notes for later use.

H E A D I N G  
INDIVIDUAL INTRODUCTIONS  
Student Outline

LESSON PURPOSE: To provide the student with a knowledge of why a series of discussion group meetings should begin with an individual introduction by each Marine in the group.

STUDENT REFERENCES: USMC Leadership Discussion Leader Manual,  
NAVMC 2656A, Page 1-2

LEARNING OBJECTIVES:

a. During this period of instruction, the student will, as a member of a discussion group, and with the use of references:

(1) Present a brief oral outline of his/her personal history and background, using the format set forth in Annex A as a guideline; and

(2) Prepare notes on the presentations by other Marines in the group for use during later periods when he/she will act as a discussion leader for a group of fellow students.

b. Following this instruction, without the aid of references, and in accordance with instructional material presented, the student will be able to state and explain the four benefits of the individual introductions that commence a series of discussion group meetings from the standpoint of both the discussion leader and the group members.

STUDENT ASSIGNMENT:

- a. The student will listen to a brief lecture.
- b. The student will present an individual introduction.
- c. There are no student preparation requirements for this training period.

#### INSTRUCTIONAL METHODOLOGY:

Following a brief presentation by the instructor on the purposes of individual introductions as a part of the discussion group method of training, each member, including the instructor, will present a brief, oral outline of his/her personal history and background. The format in Annex A will be used as a guideline.

## OUTLINE (Short Lecture)

### I. INTRODUCTION

### II. PURPOSE

### II. LEARNING OBJECTIVES

### IV. BODY

#### A. Individual Introductions as a Part of Discussion Group Training

##### 1. Benefits to the Group Members

##### 2. Benefits to the Discussion Leader

#### B. Methodology

##### 1. Led by the Discussion Leader



2. Item No. 9 - Prejudice

V. OPPORTUNITY FOR QUESTIONS AND COMMENTS

VI. SUMMARY

Annex A  
INDIVIDUAL INTRODUCTIONS  
(Sample Format)

Each Marine (discussion leader first) will use the following outline in introducing him/herself. Any participant may skip or omit any of the items.

1. Name (Include military/civilian grade)
2. Age
3. Childhood home and other significant places of residence
4. Married or single
5. Number of children, brothers and sisters
6. Generation or communication gap, if any, in family; any ways you were (or are) to blame
7. Educational interests, work experience, combat experiences, hobbies, and athletic interests (Include current MOS or civilian skill)
8. Childhood economic situation:
  - a. Considerable want
  - b. No want, but few luxuries
  - c. Very comfortable, including luxuries
9. Degree of prejudice existing in your hometown, school, and church, for example, toward minorities, women, religious groups, etc.; your success in not letting that prejudice result in actual discrimination against anyone

## COURSE INTRODUCTION

Subcourse 0103

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## COURSE INTRODUCTION

### Instructor Notes

These materials are to be used during the first scheduled period of the first training day. They contain information of an administrative nature and are designed to facilitate the beginning of the course. Instructors should use their own words to avoid giving the impression that a formal lecture is being presented. A friendly, easy manner is desired.

Part One is a detailed outline of some of the items that should be covered. It is not all-inclusive, and the instructor is encouraged to add items as appropriate, e.g., the program of instruction developed by the instructor and/or the training schedule which indicates the hour-by-hour plan for the conduct of the course. You might also provide the students with a copy of Toward a Scientific Ethic and make it required reading. Annex A\* is provided as an example of what might be distributed during this period.

Be flexible in the use of time during the course introduction. For example, be prepared to stop whatever you are doing to introduce the "welcome address" speaker whenever he/she arrives. If the welcome address takes more or less than the time scheduled for its presentation, you will have to adjust the number of items to be covered during the introductory period.

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\*Annex A - Paragraph 5390, Marine Corps Manual

## COURSE INTRODUCTION

### Detailed Outline

LESSON PURPOSE: To provide the instructor with an opportunity to accomplish administrative matters on the first day of the discussion leaders' course.

STUDENT REFERENCES: Marine Corps Manual, Paragraph 5390  
Marine Corps Order 5390.2A

### TEXT FOR COURSE INTRODUCTION

Good morning. My name is (grade and name), and I'm from (location and position held). I'd like to take this opportunity to welcome you to the discussion leaders' course. The purpose of this course is to provide you with the necessary training to enable you to conduct guided group discussions in the Marine Corps leadership program. Successful completion of this course will qualify you to conduct discussions for those Marines who participate in basic leadership training and for other Marines participating in annual training. We'll give you more information on the course during the orientation.

(Name and grade of Marine giving the welcoming talk), the (Marine's position), of the (Marine's organization), (e.g., Colonel J.P. Smith, the G-3 of the 3d Marine Division) will be here at (time) to welcome you officially to the course. It isn't expected that his remarks will last too long. When he arrives, we'll stop what we're doing to hear his address.

At this time I'd like to introduce the other members of the instructor staff to you. They will be conducting a large portion

of the instruction, so you'll be seeing a lot of them over the next \_\_\_\_ weeks. (Introduce the entire staff at this time. Provide some background on each individual, particularly his/her qualifications as an instructor in the leadership field.)

That concludes the staff introductions. I do have a couple of administrative comments. Classes will be conducted each working day from \_\_\_\_ to \_\_\_\_\_. It is important that we begin on time. The telephone number at the Leadership Office is \_\_\_\_\_, and the office is located at \_\_\_\_\_. Please call us if you have a problem or will be late for a class. Feel free to visit us at any time, particularly if you have a problem with any of the instruction. (Any other administrative details, e.g., fire drills, coffee mess, etc., should be mentioned at this time.)

On the table in front of you is a stack of handouts. They include\_\_\_\_\_.  
(Address the importance of each handout.)

## Annex A

### COURSE INTRODUCTION

#### Paragraph 5390 from the Marine Corps Manual

#### 5390 MILITARY LEADERSHIP

##### 1. Definition

a. Leadership is the sum of those qualities of intellect, human understanding, and moral character that enables a person to inspire and to control a group of people successfully.

##### 2. Purpose and scope

a. The Marine Corps leadership program objective is to develop the leadership qualities of each Marine to enable him to assume progressively greater responsibilities to the Marine Corps and society.

b. Marine Corps leadership qualities include:

(1) Inspiration--Personal example of high moral standards reflecting virtue, honor, patriotism, and subordination in personal behavior and in performance.

(2) Technical proficiency--Knowledge of the military sciences and skill in their application.

(3) Moral responsibility--Personal adherence to high standards of conduct and the guidance of subordinates toward wholesomeness of mind and body.

##### 3. Responsibility

a. The Commandant of the Marine Corps is directly responsible to the Secretary of the Navy for establishing and maintaining leadership standards and conducting leadership training within the Marine Corps.

b. Commanders are responsible for:

(1) Implementing the policies and programs directed by higher authority.

(2) Integrating principles and practices of leadership in training programs.

(3) Promoting and safeguarding the morale, the physical well-being, and the general welfare of the personnel under their command.

c. Individual responsibilities of leadership are not dependent upon authority. Each Marine is expected to exert proper influences upon his comrades by setting examples of obedience, courage, zeal, sobriety, neatness, and attention to duty.

d. The special trust and confidence which is expressly reposed in each officer by his commission is the distinguishing privilege of the officer corps. It is the policy of the Marine Corps that this privilege be tangible and real; it is the corresponding obligation of the officer corps that it be wholly deserved.

(1) Commanders will ensure that local policies, directives, and procedures reflect the special trust and confidence reposed in each member of the officer corps. Full credit will be given to his statements and certificates, he will be allowed maximum discretion in the exercise of authority vested in him, and he and his dependents will be accorded all prerogatives and prerequisites which are traditional and otherwise appropriate. Except where the security of classified material and installations impose more stringent demands, an officer's uniform will amply attest his status as an officer, and his oral statement will serve to identify him and his dependents.

(2) As a concomitant, commanders will impress upon all subordinate officers the fact that the presumption of integrity, good manners, sound judgment, and discretion, which is the basis for the special trust and confidence reposed in each officer, is jeopardized by the slightest transgression on the part of any



member of the officer corps. Any offense, however minor, will be dealt with promptly and with sufficient severity to impress on the officer at fault, and on his fellow officers, the effects of the offense on the stature and reputation of the officer corps. It is an obligation to the officer corps as a whole, and transcends the bonds of personal friendship.

(3) As a further and continuing action, commanders are enjoined to bring to the attention of higher authority, referencing this paragraph, any situation, policy, directive, or procedure which contravenes the spirit of this paragraph, and which is not susceptible to local correction.

(4) Although this policy is expressly concerned with commissioned officers, its provisions and spirit will, where applicable, be extended to noncommissioned officers, especially staff noncommissioned officers.

#### 4. Personal relations

a. Effective personal relations in an organization can be satisfactory only when there is complete understanding and respect between individuals. Commanders must:

(1) Strive for forceful and competent leadership throughout the entire organization.

(2) Inform the troops of plans of action and reasons therefore, whenever it is possible and practicable to do so.

(3) Endeavor to remove on all occasions those causes which make for misunderstanding or dissatisfaction.

(4) Assure that all members of the command are acquainted with procedures for registering complaints, together with the action taken thereon.

(5) Build a feeling of confidence which will assure the free approach by subordinates for advice and assistance not only in military matters but for personal problems as well.

## 5. Relations between officers and men

a. Young Marines respond quickly and readily to the exhibition of qualities of leadership on the part of their officers. Each officer must endeavor by all means in his power to develop within himself those qualities of leadership, including industry, justice, self-control, unselfishness, honor, and courage, which fit him to be a real leader of men and which will aid in establishing the relationship described below.

b. The spirit of comradeship and brotherhood in arms which has traditionally existed throughout the ranks of the Marine Corps is a vital characteristic of the Corps. It must be fostered and kept alive and made the moving force in all Marine Corps organizations.

c. The relation between officers and enlisted men should in no sense be that of superior and inferior nor that of master and servant, but rather that of teacher and scholar. In fact, it should partake of the nature of the relation between father and son, to the extent that officers, especially commanders, are responsible for the physical, mental, and moral welfare, as well as the discipline and military training of the men under their command who are serving the Nation in the Marine Corps.

(1) The recognition of this responsibility on the part of officers is vital to the well-being of the Marine Corps. It is especially so for the reason that so large a proportion of the men enlisting are under 21 years of age. These men are in the formative period of their lives and officers owe it to them, to their parents, and to the Nation, that when discharged from the service they should be far better men physically, mentally, and morally than they were when they enlisted.

(2) To accomplish this task successfully a constant effort must be made by all officers to fill each day with useful and interesting instructions and wholesome recreation for the men. This effort must be intelligent and not perfunctory, the object

being not only to eliminate idleness, but to train and cultivate the bodies, the minds, and the spirit of our men.

d. It will be necessary for officers not only to devote their close attention to the many questions affecting the comfort, health, morals, religious guidance, military training, and discipline of the men under their command, but also to actively enlist the interest of their men in building up and maintaining their bodies in the finest physical condition; to encourage them to improve their professional knowledge and to make every effort by means of historical, educational, and patriotic addresses to cultivate in their hearts a deep abiding love of the Corps and Country.

6. Noncommissioned officers

a. The provisions of subparagraphs 4 and 5 above apply generally to the relationships of noncommissioned officers with their subordinates and apply specifically to noncommissioned officers who may be exercising command authority as provided for in subparagraph 5401.3b.

## EFFECTIVE LISTENING

### Subcourse 0201

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## EFFECTIVE LISTENING

### Instructor Notes

These materials are to be presented on the first day of the discussion leaders' course so that the officers and staff non-commissioned officers may become aware of their primary duty and role as discussion leaders and the need for them to develop good listening habits. Instructors are encouraged to supplement these materials with excerpts from current events or situations/examples relevant to the local area and this subject matter.

Part One consists of a detailed outline for a one-hour lecture. Instructors are encouraged to develop and use training aids and/or other devices designed to enhance this presentation, e.g., transparencies and a chalkboard. They are also encouraged to use their own words in presenting the lecture.

Part Two consists of a student outline with adequate space provided for the students to take notes. The students should receive their outlines in sufficient time to read the lesson purpose, student references, learning objectives, and student assignment prior to hearing the lecture.

## EFFECTIVE LISTENING

### Detailed Outline

#### INTRODUCTION

##### 1. GAIN ATTENTION

I am going to be talking to you for the next hour about effective listening. Besides the obvious fact that you are about to begin a course of instruction and we want you to get as much as possible out of what we say, effective listening will be very important to you as a discussion leader.

Your primary duty will be to guide a group of Marines through a discussion of leadership. One important role in the fulfillment of this duty will be that of a good listener, for only through listening can a discussion leader actually guide the group. You must know what has been said and what has not been said for several very good reasons.

##### 2. MOTIVATE

First, unless you have listened well, you will not be able to summarize the discussion that has taken place. We'll talk more about summaries later; but, for the moment, it is enough to say that a summary should be made prior to taking a 10-minute break, after each discussion that has been lively, heated, or emotional, and at the end of the day's session. You will need a summary at those times in order to get the group back on track, to clarify the issues that have been discussed, or to ensure that the group leaves with the important ideas clearly in mind.

Next, unless the discussion leader has listened well, it will be impossible to ask the questions necessary to bring out important

specific points. As you will see, the discussion leader's ability to ask timely questions is essential to student understanding of the complex issues involved in leadership training.

Third, unless the discussion leader listens closely, control of the guided discussion will be lost. You will appear inept, inexperienced, and disorganized.

Last, it is courteous to listen attentively when others are speaking. We expect no less from them!

### 3. PURPOSE AND MAIN IDEAS

a. Purpose. The purpose of this period of instruction is to present information concerning the need for effective listening so that discussion leaders can provide meaningful leadership training to their Marines.

b. Main Ideas. This instruction will deal with a 10-part system for good listening.

### 4. LEARNING OBJECTIVES

a. Upon completion of this period of instruction, and without the aid of references, the student will be able to cite four reasons why discussion leaders must be effective listeners.

b. Upon completion of this period of instruction, and with the aid of notes, the student will be able to explain orally and/or in writing the 10-part system for good listening.

TRANSITION. The University of Minnesota conducted a study of the 100 best listeners and the 100 worst listeners in one of their freshmen classes. As a result of that survey, a 10-part system for good listening was developed.

## BODY

### 1. THE 10-PART SYSTEM FOR GOOD LISTENING

a. I will briefly discuss each of the 10 parts of that system; and I suggest that you follow on your outline, taking notes as we proceed.

#### (1) Find an area of interest.

(a) Studies point to the advantage of being interested in the topic under discussion. Bad listeners usually decide the subject is dry after the first few sentences. Once this decision is made, they easily rationalize their inattention.

(b) The key to the whole matter of interest in a topic is the word use. Whenever we wish to listen efficiently, we ought to say to ourselves: "What's being said that I can use to benefit myself or others? What worthwhile ideas are being presented?" Questions such as these lead us to screen what we are hearing in a continual effort to sort out the elements of value.

#### (2) Judge content, not delivery.

(a) Many listeners justify their inattention by thinking to themselves, "Who would listen to such a character? What an awful voice! Will he ever stop reading from his notes?"

(b) Good listeners react differently. They may well hear a presentation and think, "This speaker is inept. Seems like almost anyone ought to be able to speak better than that." But, from this initial similarity, they move on to a different conclusion, thinking, "But wait a minute. I'm not interested in the speaker's personality or delivery. I want to find out what he or she knows. Are there some things that I need to know?"



(3) Hold your fire.

(a) Overstimulation is almost as bad as understimulation, and together they constitute the twin evils of inefficient listening. The overstimulated listener gets too excited, or is excited too soon, by the speaker. Some of us are greatly addicted to this weakness. For us, a speaker can seldom talk for more than a few minutes without touching a pet bias or conviction.

(b) Aroused listeners usually become preoccupied by trying to do three things simultaneously: calculate what harm is being done to their own pet ideas, plot an embarrassing question to ask the speaker, and mentally enjoy all the discomfort imagined for the speaker once the devastating reply is launched. With all of these things going on, subsequent passages go unheard.

(c) We must learn not to get too excited about a speaker's point until we are certain we thoroughly understand it. The secret is contained in the principle that we must always withhold evaluation until our comprehension is complete.

(4) Listen for ideas.

(a) Good listeners focus on central ideas. They tend to recognize the characteristic language in which central ideas are usually couched, and they are able to discriminate between fact and principle, idea and example, evidence and argument.

(b) Poor listeners are inclined to listen for the facts in every presentation. Take a history lecture as an example. Instead of trying to understand the historical factors which contributed to the animosity between France and Britain, poor listeners would concentrate on memorizing the dates of specific wars and battles.

(5) Be flexible.

(a) The University of Minnesota research showed that the 100 worst listeners thought that note-taking and outlines

were synonymous. They believed there was only one way to take notes and that was by making an outline. This approach would be fine if all talks followed some definite plan of organization. Unfortunately, less than half of even formal speeches are carefully organized. Therefore, other forms of note-taking need to be considered.

(b) The 100 best listeners at the University of Minnesota had apparently learned that, if they wanted to be efficient note-takers, they had to have more than one system of taking notes. They equipped themselves with four or five systems and learned to adjust them to the organizational pattern, or the absence of one, in each talk they heard. If we want to be good listeners, we must be flexible and adaptable note-takers.

(c) But we must be careful. Other methods may help, or they may become a distraction. Few of us have memories good enough to remember even the important points we hear. If we can prepare brief, meaningful records of them for later review, we definitely improve our ability to learn and to remember. On the other hand, voluminous notes usually contain a good deal of unimportant information which must be read before it can be discarded in favor of more pertinent material.

#### (6) Work at listening.

(a) One of the most striking characteristics of poor listeners is their reluctance to spend any energy in a listening situation. Listening is hard work. It is characterized by faster heart action, quicker circulation of the blood, and a small rise in body temperature. College students, by their own testimony, frequently enter classes all worn out physically, unable to work as hard as is necessary to be effective listeners. They assume postures which only seem to give attention to the speaker, and then proceed to catch up on needed rest or to reflect upon purely personal matters. This faking of attention is one of the worst habits of poor listeners.

(b) For selfish reasons alone, one of the best investments we can make is to give each speaker our conscious attention. We ought to establish eye contact and maintain it, to indicate by posture and facial expression that the occasion and the speaker's efforts are a matter of real concern for us. When we do these things, we help the speaker to express him/herself more clearly, and we in turn profit by a better understanding of what is being said. None of this necessarily implies acceptance of the speaker's point of view. It is simply an expression of interest and attention.

(7) Resist distractions.

(a) We live in a noisy age. We are distracted not only by what we see but also by what we hear. Poor listeners tend to be readily influenced by all manner of distractions, even in an intimate face-to-face situation. They tend to merely tolerate bad conditions and, in some instances, even to create distractions themselves.

(b) Good listeners, on the other hand, tend to adjust quickly to any kind of abnormal situation. They instinctively fight distraction. Sometimes the fight is easily won by closing a door, shutting off a radio, moving closer to the person talking, or asking him to speak louder. If the distractions cannot be overcome easily, then the listener must concentrate more intensely.

(8) Exercise your mind.

(a) Perhaps the one word that best describes the bad listener is "inexperienced." Although approximately 40 percent of any "communication day" is spent listening to something or someone, the bad listener is inexperienced in hearing anything difficult or technical.

(b) Good listeners apparently develop an appetite for hearing a variety of presentations difficult enough to challenge their mental capacity.

(9) Keep your mind open.

(a) For discussion leaders, this is the most important point. Parallel to the blind spots which afflict human beings are certain psychological deaf spots which interfere with our ability to perceive and understand. These deaf spots are where our most cherished notions, convictions, and complexes are kept. Often, when a speaker invades one of these areas with a word or phrase, we turn our mind to defending and supporting our own views rather than listening to what is being said.

(b) It is hard to believe that just a word or phrase can cause such a reaction. Yet with poor listeners this is frequently the case, and even with very good listeners it happens occasionally. When such emotional deafness occurs, the efficiency of communication drops rapidly to zero.

(c) Many of the words that serve as red flags to some listeners are: mother-in-law, red-neck, nigger, honky, women's lib, income tax, and effective listening.

(d) Effective listeners try to identify and to rationalize the words or phrases which upset them the most. Often the emotional impact of such words can be decreased through a free and open discussion with friends and associates.

(10) Capitalize on thought speed.

(a) Most people talk at a speed of about 125 words a minute. There is good evidence that our thinking speed, if measured in words per minute, would be easily four times that rate. It is difficult--almost painful--to try to slow down our thinking speed. Therefore, we normally have about 400 words of thinking time to spare during every minute a person talks to us.

(b) Good listeners use their thinking time to advantage. They constantly apply their spare thinking time to what is being said. It is not difficult once one has a definite

pattern of thought to follow. To develop such a pattern we should:

1. \*Try to anticipate what a person is going to say. On the basis of what has already been said, ask yourself: "What is he or she trying to get at? What point is he or she trying to make?"

2. \*Mentally summarize what the person has been saying. "What point has already been made, if any?"

3. \*Weigh the speaker's evidence by mentally questioning it. As facts, illustrations, and statistics are presented, continually ask yourself: "Are they accurate? Do they come from an unprejudiced source? Am I getting the full picture, or is the speaker telling me only what will prove his or her point?"

4. \*Listen Between the lines. The speaker doesn't always put everything that's important into words. Changes in the tone or volume of the voice may have a meaning. So may facial expressions, hand gestures, and body movement.

TRANSITION. This 10-part system to improve your listening ability was developed by Dr. Ralph B. Nichols, Head of the Department of Rhetoric at the University of Minnesota. The dictionary defines "rhetoric" as the art of speaking or writing effectively. I guess he felt that if he were going to train people to speak effectively, there ought to be others who would know how to listen to them.

OPPORTUNITIES FOR QUESTIONS AND COMMENTS

## SUMMARY

We have been discussing effective listening--why discussion leaders must be good listeners and ten steps you might take to improve your listening ability. While we're on our ten-minute break, really listen to what other trainees in the group have to say about the presentation.

# H E A D I N G

## EFFECTIVE LISTENING

### Student Outline

LESSON PURPOSE: To present information concerning the need for effective listening so that discussion leaders can provide meaningful leadership training to their Marines.

STUDENT REFERENCES: None.

#### LEARNING OBJECTIVES:

a. Upon completion of this period of instruction, and without the aid of references, the student will be able to cite four reasons why discussion leaders must be effective listeners.

b. Upon completion of this period of instruction, and with the aid of notes, the student will be able to explain orally and/or in writing the 10-part system for good listening.

#### STUDENT ASSIGNMENT:

a. The student will listen to a one-hour lecture on effective listening.

b. There are no student preparation requirements for this training period.

## OUTLINE (One-Hour Lecture)

### I. INTRODUCTION

### II. MOTIVATION

#### A. Need to Summarize

##### 1. Prior to Breaks

##### 2. After Lively Discussions

##### 3. End of Each Day's Session

#### B. To Be Able To Ask Questions

#### C. Discussion Leader Credibility

#### D. Courtesy

### III. PURPOSE AND MAIN IDEAS



#### IV. LEARNING OBJECTIVES

#### V. BODY

##### A. University of Minnesota Study

##### B. 10-Part System

1. Find an Area of Interest
2. Judge Content, Not Delivery
3. Hold Your Fire
4. Listen for Ideas
5. Be Flexible
6. Work at Listening
7. Resist Distractions

8. Exercise Your Mind
9. Keep Your Mind Open
10. Capitalize on Thought Speed
  - a. Anticipate
  - b. Summarize Mentally
  - c. Weigh the Evidence
  - d. Listen between the Lines

## VI. OPPORTUNITIES FOR QUESTIONS AND COMMENTS

## VII. SUMMARY

## INITIAL ORIENTATION

### Subcourse 0202

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## INITIAL ORIENTATION

### Instructor Notes

These materials are to be presented on the first day of the discussion leaders' course so that the officers and staff non-commissioned officers may receive background information on the leadership program. Instructors are encouraged to supplement these materials as desired.

Part One consists of a detailed outline for a one-hour lecture. Instructors are encouraged to develop and use training aids and/or other devices designed to enhance this presentation, e.g., transparencies and a chalkboard. They are also encouraged to use their own words in presenting the lecture.

Part Two consists of a student outline with adequate space provided for the students to take notes. The students should receive their outlines in sufficient time to read the lesson purpose, student references, learning objectives, and student assignment prior to hearing the lecture.

## INITIAL ORIENTATION

### Detailed Outline

#### INTRODUCTION

##### 1. GAIN ATTENTION

No program lasts in the military unless it is carried out by leaders within the chain of command. When leaders are involved and participating, program success is enhanced. It is to this end that the Commandant directed that officers and staff noncommissioned officers were to be discussion leaders in the Marine Corps leadership program.

As most of you know, Marines attending the formal schools at Quantico are being prepared to organize, administer, and evaluate the program. Such action augurs well for program institutionalization throughout the Corps and is consistent with maximizing potential success. However, you are all aware that Quantico has not yet had enough time to train the number of leaders needed for complete program implementation and management. Discussion leaders' courses such as this are one of the vehicles for training officers and staff noncommissioned officers who did not receive leadership instruction at Quantico.

2. MOTIVATE. During this period of instruction, we will provide you with general information about the leadership program and the course you are now taking. Every leader must know this background information, but it is essential that those who will provide training to their Marines also are able to relay that information to others.

##### 3. PURPOSE AND MAIN IDEAS

a. Purpose. The purpose of this period of instruction is to provide background information concerning the leadership program in general and the discussion leaders' course in particular.

b. Main Ideas. During this lecture I will address five main ideas:

- (1) The current and evolving characteristics of the program;
- (2) The three program components;
- (3) The organizational structure that supports the program;
- (4) Training in the formal schools; and
- (5) The discussion leaders' course.

#### 4. LEARNING OBJECTIVES

a. Upon completion of this period of instruction, and with the aid of notes and references, the student will be able to state and explain:

- (1) The four current characteristics of the leadership program;
- (2) The fifth, experimental characteristic; and
- (3) The three program components.

b. Upon completion of this period of instruction, and with the aid of notes and references, the student will be able to explain:

- (1) The organizational structure which supports the program;
- (2) The training being conducted in the formal schools; and
- (3) The training being conducted in the discussion leaders' course.

#### BODY

##### 1. THE CURRENT AND EVOLVING CHARACTERISTICS OF THE LEADERSHIP PROGRAM

a. The first characteristic of this developing program is that it is GUIDED BY RESEARCH AND EXPERIMENTATION. That means that the educational materials used in the program, the methods of instruction, and

the implementation procedures are all the result of research--some of which has been very sophisticated and some of which has been relatively informal.

Do not misunderstand the term "research" as it relates to this course. We do not mean the costly, scientific studies and experiments that are usually conducted by universities and commercial research firms. Research of this nature is being provided at the HQMC level. Here, we are concerned with discussion leaders finding out what the local issues are so that they can be injected into the discussions at the appropriate time. Included in the research that you will be expected to do are (1) keeping up with current events; (2) occasionally reading in such areas as history, geography, economics, biology, and sociology; (3) informally discussing leadership training with fellow discussion leaders, instructors, and other leaders with a view toward program improvement; and (4) finding out what is bothering Marines at your command and asking their suggestions on solutions. (Your involvement in information gathering will be discussed in more detail later in the course.)

b. The second characteristic is that the program is BASED UPON OBJECTIVE VALUES, rather than being based upon a "relativistic" or "self" theory. This is important because the leadership program attempts to rejuvenate some of the basic values we hold as Americans, such as, freedom, democracy, equality, and the need for order. Most importantly, this characteristic addresses the dual-life value, which is defined operationally as: "We have a duty to others and we have a duty to ourselves." This philosophy appears much closer to satisfying the goals of a military organization than the "do-your-own-thing" philosophy.

c. The third program characteristic is the RATIONAL CROSS-GROUP DISCUSSION OF DIFFERENCES. The discussion group, which each of you will lead, serves as a forum for the rational exchange of

ideas. It also is an opportunity for leaders to provide their Marines with information to dispel the emotional basis for myths and misunderstandings in the area of human conflict. Thus it fulfills the Marine's need, as a reasonable human being, to have his/her reason in control of irrational inclinations. The discussion group also provides practice individual action assignments designed to prepare Marines for the continuing action program.

d. The fourth characteristic, to which I just alluded, is that our program is ACTION ORIENTED. The research and discussion of values in rational discussion groups are designed to motivate each Marine to adjust his or her behavior in positive ways through interpersonal relations with others across the barriers of age, grade, sex, race, etc. Included is the need to obtain the skills which will allow these positive behavioral adjustments. This is the self-development part of individual action.

e. In addition to these four characteristics which are currently operational, we are experimenting with a fifth characteristic not yet approved for Corps-wide implementation. This characteristic is referred to as ETHICS AND THE DISCIPLINED USE OF FORCE. Here, the concern is to develop within Marines the ethical, disciplined, responsible use of force in order to eliminate fear, insecurity, and prejudice. A Marine who intends to practice the values, principles, and interpersonal relations discussed in this program must develop the physical, mental, and ethical skills needed to stand against those who would practice bigotry, discrimination, disruption, and other life-threatening actions. The Marines who acquire these skills are the defenders and protectors of all people.

TRANSITION. Those are the characteristics of a fully implemented leadership program. Each is equal in importance to the success of our efforts. Now let's look at the program.

## 2. THREE PROGRAM COMPONENTS

a. Orientation. The orientation is the first component to



be presented in most programs, including those conducted in the formal schools at Quantico. Its purposes are (1) to provide the student with an overview of the program, (2) to provoke thought for the discussions to follow, and (3) to motivate Marines to meaningful participation by providing other information of a general nature.

b. Education. The education component takes place in the guided discussion groups. Although training materials are provided for use in the groups, discussion leaders must be prepared to supplement them by injecting local issues, current events, and real-life anecdotal examples designed to make the training more meaningful.

c. Individual Action. This third and final component is the desired result of the orientation and education components. Unless Marines commit themselves to individual action assignments, the other two components will have failed. The scope of individual action is broad. It includes some self-improvement, unit improvement, and certain constructive interpersonal actions--not only toward Marines of all racial, ethnic, social, and economic backgrounds, but also toward all members of other Armed Services and toward civilians.

TRANSITION. Those are the three components of the leadership program--orientation, education, and individual action--and, like most other programs under way Marine Corps-wide, the leadership program has a structure to support them. As indicated in Marine Corps Order 5390.2A, three organizations are charged with overseeing their successful execution.

### 3. ORGANIZATIONAL STRUCTURE

a. Human Resources Branch (CMC(Code MPH)). This branch under the cognizance of the Director, Manpower, Plans and Policy Division, Headquarters, U.S. Marine Corps, assists in matters pertaining to the development, implementation, and monitoring of the leadership program. Additionally, the Branch conducts staff visits

to commands for the purpose of evaluating the progress and effectiveness of the commands' leadership programs, offering recommendations for improvement, and gathering information for the development of future programs.

b. Leadership Instruction Department (LID). The Leadership Instruction Department is located at the Marine Corps Development and Education Command, Quantico, Virginia. It is a field service activity under the operational control of Headquarters Marine Corps. Its mission is to train Marine leaders in the principles and techniques of sound leadership, with heavy emphasis on the Marine Corps leadership program and the leaders' roles therein.

LID's functions include conducting leadership training courses in selected formal schools at Quantico; conducting leadership training courses at field commands, as directed by CMC; conducting special courses in leadership training at Quantico, as directed by CMC; and assisting the Commandant of the Marine Corps in developing, testing, and revising leadership courses and manuals, studying prevailing conditions, attitudes, prejudices, and behavior affecting leadership training, and evaluating the effectiveness of that training.

Mobile training teams provided by the Leadership Instruction Department are designed to train Marine leaders to implement, conduct, and monitor field command leadership programs. The teams will, when directed by CMC, provide training in discussion leading skills at field commands where trained Marine Corps Amphibious Warfare Course/Advanced Communication Officer Course graduates are not available and where voids in trained discussion leaders exist. Additionally, as part of a continuing effort to improve leadership, mobile training teams will, when directed by CMC, conduct research, test materials, gather data, and provide staff assistance to commanders.

c. Command Staff Organizations. These organizations function as prescribed by the appropriate echelons of command. (NOTE: Instructors are encouraged to present the local command structure at this point.)

TRANSITION. Those are the formal organizations that support the leadership program. In addition, individual leaders at all levels are expected to be involved and to assist in program implementation. In this regard, the formal schools at Quantico are training Marines for their appropriate roles in support of the program.

#### 4. FORMAL SCHOOLS TRAINING

LID presents leadership subcourses as follows:

a. At the Command and Staff College, the leadership subcourse is designed to provide graduates with a command perspective on the leadership program.

b. In the Amphibious Warfare Course/Advanced Communication Officer Course, graduates are being prepared, as part of their normal duties, to:

- (1) Plan, organize, and conduct field command leadership programs, including discussion leader training courses;
- (2) Assist and monitor scheduled training;
- (3) Evaluate and inspect program implementation; and
- (4) Lead discussions and conduct seminars.

c. Courses at The Basic School include the Basic Course, the Woman Officer Basic Course, and the Warrant Officer Basic Course. The leadership subcourse is designed to provide training to lieutenants and warrant officers in the principles and techniques of sound leadership. Additionally, the subcourse emphasizes conference leading techniques, preparing graduates to conduct basic and annual training for their Marines as part of their normal duties.

d. The leadership subcourse at the SNCO Academy qualifies the SNCO/SSGT selectee as a discussion leader.

TRANSITION. Now that we have addressed the thrust of training at the formal schools, let's talk about the discussion leaders' training that you are to receive here in the field.

## 5. DISCUSSION LEADERS' COURSE

### a. Revision of Discussion Leaders' Course

(1) The course you are now taking is a revision of an earlier course which was based primarily upon the substantive content of the U.S. Marine Corps Human Relations Leadership Discussion Manual, Volumes I, II, and III. As a result, retraining was necessary when new educational materials were distributed to the field. The major thrust of this revised course is directed at providing the discussion leader with the technology and methodology needed to present effective leadership training to his/her Marines regardless of the educational materials used. However, there is one proviso in making such a sweeping statement: no retraining will be required as long as the substance of the educational materials used in the program lends itself to presentation through the methodology used in this course.

(2) The following areas will be addressed during this course, although there will not be specific subcourses for each area cited:

- (a) Preparation and presentation of lectures and orientations;
- (b) Conduct of guided discussions;
- (c) Development and use of training aids;
- (d) Use of questions and responses;
- (e) Use and control of teams of 4 or 5 Marines;
- (f) Information gathering, as authorized by commanders;
- (g) Injection of local issues, current events, and real-life anecdotal examples into the training;
- (h) Introduction of guest speakers;
- (i) Formulation and use of summaries;

- (j) Oral testing of learning objectives;
- (k) Use of case studies; and
- (1) Management of the individual action program.

These are all areas in which technology can be learned and practiced, regardless of the content of the educational materials to be used.

b. Conduct of Training

(1) Two areas of substantive content do require emphasis, however: first, the major concepts covered in the basic educational materials, NAVMC 2656A, and second, the individual action program, which is discussed at length in the annual leadership training materials, NAVMC 2657. Both of these areas will be covered initially by a staff instructor.

(2) You will receive short lectures throughout the course designed to provide you with information and background knowledge.

(3) During the portion of the course involving student-led discussions, we will use the following methods. Each of you will be assigned a specific concept or an appropriate number of pages in the leadership materials. You will be required to develop a 10-minute lecture, with a minimum of one training aid; present the lecture and answer questions pertaining to it; conduct a guided discussion of 30-minutes on the substance of the lecture; and summarize the discussion

(4) Other practical-application exercises, training devices, and techniques will be used to provide you with the most comprehensive discussion leader training that time allows.

TRANSITION. That's basically how we will conduct this course for you. It should be a good learning experience for all of us.

OPPORTUNITIES FOR QUESTIONS AND COMMENTS

## SUMMARY

We have been discussing the characteristics and components of the leadership program. We talked about the organizational structure that supports it and briefly explained the training being conducted at the formal schools at Quantico. The last major point covered was this discussion leaders' course, with emphasis on the overall thrust and conduct of the training you will receive. I think you will find it meaningful.

H E A D I N G  
INITIAL ORIENTATION  
Student Outline

LESSON PURPOSE: To provide background information concerning the leadership program in general and the discussion leaders' course in particular.

STUDENT REFERENCES: Marine Corps Order 5390.2A

USMC Leadership Discussion Leader Manual,  
NAVMC 2656A

USMC Annual Leadership Training, NAVMC 2657

LEARNING OBJECTIVES:

a. Upon completion of this period of instruction, and with the aid of notes and references, the student will be able to state and explain:

- (1) The four current characteristics of the leadership program;
- (2) The fifth experimental characteristic; and
- (3) The three program components.

b. Upon completion of this period of instruction, and with the aid of notes and references, the student will be able to explain:

- (1) The organizational structure which supports the program;
- (2) The training being conducted in the formal schools; and
- (3) The training being conducted in the discussion leaders' course.

STUDENT ASSIGNMENT:

- a. The student will listen to a one-hour lecture.
- b. There are no student preparation requirements for this training period.



## OUTLINE (One-Hour Lecture)

- I. INTRODUCTION
- II. PURPOSE AND MAIN IDEAS
- III. LEARNING OBJECTIVES
- IV. BODY
  - A. Current and Evolving Program Characteristics
    - 1. Research Guided
    - 2. Objective Values Based
    - 3. Rational Cross-Group Discussion of Differences
    - 4. Action Oriented

## 5. Ethics and the Disciplined Use of Force (Self-Development)

### B. Program Components

1. Orientation
2. Education
3. Individual Action

### C. Organizational Structure

1. Headquarters Marine Corps
2. Leadership Instruction Department
3. Command Staff Organization

### D. Formal Schools Training

1. Command and Staff College

2. Amphibious Warfare Course/Advanced Communication Officer Course

3. The Basic School

4. SNCO Academy

E. Discussion Leaders' Course

1. Revision of Discussion Leaders' Course

2. Conduct of Training

VI. OPPORTUNITIES FOR QUESTIONS AND COMMENTS

VII. SUMMARY

MEDIATING DEVICES AND EQUIPMENT  
(TRAINING AIDS)  
Subcourse 0203

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## MEDIATING DEVICES AND EQUIPMENT

### (TRAINING AIDS)

#### Instructor Notes

These materials are to be presented prior to the time in which the officers and staff noncommissioned officers will begin preparation for "Student-Led Discussions," Subcourse 0304. Instructors are encouraged to supplement these materials as desired.

Part One consists of a detailed outline for a short lecture. Instructors are encouraged to use their own words in presenting the lecture.

Part Two consists of a student outline with adequate space provided for the students to take notes.

MEDIATING DEVICES AND EQUIPMENT  
(TRAINING AIDS)  
Detailed Outline

INTRODUCTION

1. GAIN ATTENTION. Soon you will be leading group discussions in Subcourse 0304, "Student-Led Discussions." In addition to preparing and presenting a lecture and conducting the actual discussion, each of you will be required to develop and use a mediating device during your lecture. You will find that the use of these devices can go a long way toward enhancing your instruction when you conduct leadership training in a regular group.

2. MOTIVATE. During this period of instruction, we will provide you with general information about mediating devices and equipment and specific information concerning what's available here for use during the discussion leaders' course.

3. PURPOSE AND MAIN IDEAS

a. Purpose. The purpose of this period of instruction is to provide you with a general understanding of mediating devices and equipment as background for their development and use in leadership training.

b. Main Ideas. We will be covering the following main ideas:

- (1) Definition of mediating devices;
- (2) Discussion of the various types of mediating devices and equipment;
- (3) Discussion of the use of these devices and equipment;

and

- (4) Discussion of their local availability.

4. LEARNING OBJECTIVES. There are no specific learning objectives for this period of instruction. It is considered informational only and designed to enable the student to accomplish learning objectives contained in other subcourses.

#### BODY

1. DEFINITION OF MEDIATING DEVICES. The term "mediating devices" means that training support equipment which assists the instructor in presenting a period or block of instruction. It includes all manner of training aids, audiovisual equipment, training devices, and training support systems.

2. TYPES OF MEDIATING DEVICES. There are five types of devices; and, although discussion leaders will normally only be concerned with the first four, we will review them all.

a. Training Aids are materials such as films, slides, transparencies, models, charts, mockups, tape recordings, videotapes, and other similar audiovisual materials.

b. Printed Material includes books, manuals, handouts, and pamphlets.

c. Training Devices are items designed to simulate equipment or portions thereof or to create or duplicate the operational environment in the training situation.

d. Audiovisual Equipment is used to display training aids. It includes motion picture projectors, overhead projectors, opaque projectors, slide projectors, audio tape recorders, individual items of television equipment when used in direct support of instruction, record players, and other similar items.

e. Training Support Systems are sophisticated assemblages of equipment in a "system" designed to support instruction. They include computer-supported instructional systems, permanently in-

stalled multimedia systems, complex closed circuit television systems, specially equipped classroom complexes, specially developed complex environmental/operation simulation systems; and other similar assemblages of training support equipment.

### 3. USE OF MEDIATING DEVICES AND EQUIPMENT

a. Since learning is most effective when it involves direct experience, the use of training aids and devices is encouraged to assist in communication of verbal descriptions. The proper use of these aids and devices assists/complements the spoken word and enhances instruction by appealing to more than one of the student's senses.

b. Proper selection of aids and devices requires close attention to the learning objective, i.e., the behavior to be accomplished and the conditions and criteria for performance. The students to be trained and the facilities and time available for training must be considered. Care must be exercised to ensure that the aids/devices selected supplement rather than replace the instructional method being used.

c. The entire selection of appropriate training aids/devices should not be based solely upon available resources. Once the desired aid/device has been identified, a review of local resources should be made to determine availability. The absence of the proper training aid/device locally, or the lack of the ability to produce one, signal a development need that should be filled by request through the chain of command.

d. In the local preparation of printed training aids, e.g., books, manuals, handouts, and pamphlets, care must be exercised to ensure that the reading level, i.e., understandability, is commensurate with the reading level of the students. Too often materials of this nature are prepared at the level of understanding of the writer, thereby diminishing their effectiveness. Instructional material



should be drafted in such a manner that an average Marine would be able to read and understand it. At all times, training aids should be kept as simple as learning objectives will permit.

TRANSITION. Now that we have talked about all of these devices and equipment, let me tell you what will be available to you here. Although none of you are restricted to the use of our resources, we will not require the development and use of any training aid for which we cannot provide resources.

4. AVAILABILITY OF MEDIATING DEVICES AND EQUIPMENT AT THE SCHOOL  
(Instructors must provide this information.)

#### OPPORTUNITIES FOR QUESTIONS AND COMMENTS

#### SUMMARY

Mediating devices and equipment are effective tools for supplementing instruction. However, they should never replace the instructional method being used. For example, the guided group discussions should not be replaced by overuse of a motion picture projector. Use mediating devices appropriately, keeping the learning objectives and the student population in mind during their development.

## H E A D I N G

### MEDIATING DEVICES AND EQUIPMENT (TRAINING AIDS)

#### Student Outline

LESSON PURPOSE: To provide the student with a general understanding of mediating devices and equipment as background for their development and use in leadership training.

STUDENT REFERENCES: Marine Corps Order P1510.23A, Pages 7-6 through 7-11

LEARNING OBJECTIVES: There are no specific learning objectives for this period of instruction, since it is considered informational only.

#### STUDENT ASSIGNMENT:

- a. The student will listen to a short lecture.
- b. There are no student preparation requirements for this training period.

## OUTLINE (Short Lecture)

- I. INTRODUCTION
- II. PURPOSE AND MAIN IDEAS
- III. LEARNING OBJECTIVES
- IV. BODY
  - A. Definition of Mediating Devices
    - 1. Training Support Equipment Which Assists Instructor
    - 2. Examples
  - B. Types of Mediating Devices
    - 1. Training Aids
    - 2. Printed Material
    - 3. Training Devices

4. Audiovisual Equipment

5. Training Support Systems

C. Use of Mediating Devices and Equipment

1. Effective Learning Accomplished by Direct Experiences

2. Proper Selection of Aids and Devices

3. Available Resources

4. Local Preparation of Printed Training Aids

D. Availability of Mediating Devices and Equipment at School

VI. OPPORTUNITIES FOR QUESTIONS AND COMMENTS

VII. SUMMARY

USE AND INTRODUCTION  
OF GUEST SPEAKERS  
Subcourse 0204

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USE AND INTRODUCTION  
OF GUEST SPEAKERS

Instructor Notes

These materials are to be presented during the discussion leaders' course so that the officers and staff noncommissioned officers may receive information on the use, selection, and introduction of guest speakers and on the follow-on actions required. Instructors are encouraged to supplement these materials as desired.

Part One consists of a detailed outline for a short lecture. The time involved depends upon how quickly the group grasps the concepts presented and the number of examples the instructor uses to illustrate the points. Instructors are encouraged to develop and use training aids and/or other devices designed to enhance this instruction. They are also encouraged to use their own words in presenting the lecture.

Part Two consists of a student outline with adequate space provided for the students to take notes. Students should receive their outlines in sufficient time to read the lesson purpose, student references, learning objectives, and student assignment prior to hearing the lecture. Annex A to the student outline should be used during the practical-application exercise. Instructors will determine the amount of time for this exercise.

USE AND INTRODUCTION  
OF GUEST SPEAKERS

Detailed Outline

INTRODUCTION

1. GAIN ATTENTION. One of the best ways to increase student interest and to get leaders in the chain of command involved in the leadership program is through the use of guest speakers. You recall that (GRADE/NAME/BILLET) talked to us on the first day of this course. The training schedule called his talk the welcome address. We asked him to speak so that you would know that you and this training had the support and personal involvement of the leadership in this unit/command.
2. MOTIVATE. As discussion leaders, you may find it appropriate to call upon experts to speak to your leadership discussion groups. For example, you may want to ask the unit chaplain to clarify a religious issue. During this period of instruction, we will talk about how to use and introduce such guest speakers.
3. PURPOSE AND MAIN IDEAS
  - a. Purpose. The purpose of this period of instruction is to provide you with information on how to use guest speakers during leadership training and how to introduce them to your Marines.
  - b. Main Ideas. During this instruction we will address the following areas:
    - (1) Examples of instances when guest speakers could be used;
    - (2) General information about the use of guest speakers;

- (3) Introduction of guest speakers;
- (4) Discussion leaders follow-up of guest speakers; and
- (5) A practical-application exercise.

4. LEARNING OBJECTIVES. Upon completion of this period of instruction, and with the aid of references and notes, the student will be able to:

- a. Give examples of the appropriate times when guest speakers would enhance leadership training;
- b. Select a guest speaker;
- c. Formulate appropriate introductory remarks; and
- d. Conduct appropriate follow-up actions

TRANSITION. To many Marines, leadership training means sitting around a table, discussing views contained in the educational materials or brought up by the discussion leader or members of the group. During the entire training, only the discussion leader and assigned group members may be present. In other groups the Commanding Officer or his/her designated representative may sometimes visit for purposes of monitoring. Guest speakers are one way of enriching those training sessions, and one of the most important functions that you will have is to determine appropriate times when guest speakers should be used.

#### BODY

#### 1. EXAMPLES OF INSTANCES WHEN GUEST SPEAKERS COULD BE USED

Determining when guest speakers should be used requires a knowledge of available resources within the unit or area in which training is being conducted. You will recall that during "Information Gathering," Subcourse 0307, we addressed specific areas in which discussion leaders should be interested. We pointed out that



by occasional readings, keeping up with current events, asking the troops, and asking other leaders, you would know the situation. You will also know the possible guest speaker resources available to you in the area.

Let's say, for example, that you are discussing leadership training with an officer who recently joined the unit. During the course of the conversation, he remarks that he recently returned from a 6-month Med cruise. That is a valuable piece of information, and you should have noted it. Later, while conducting training, discussion centers around some cross-cultural issues in the overseas environment. Your Marines indicate complete lack of knowledge or sincere interest in getting additional, first-hand information about foreign nationals. The officer who had recently returned from the Med would be an ideal guest speaker for your group. Are you beginning to get the idea of the relationship between information gathering and identifying appropriate times to use guest speakers?

Let's take another example. You're conducting training for a group composed primarily of young, inexperienced Marines, and the discussions are centered around the leadership role of staff noncommissioned officers. The discussion may reveal that these Marines do not understand, in a practical way, how the father-son relationship discussed in Paragraph 5390 of the Marine Corps Manual works on a day-to-day basis between staff NCO's and their Marines. Consideration could be given to having the first sergeant or sergeant major present a talk on the proper role of the SNCO.

Those are only two examples in which a discussion leader might want to get a guest speaker for the group. How about someone citing another example of an instance in which a guest speaker might be used? (Get a couple of examples from the students, ensuring that all understand appropriate times when guest speakers could be considered.)

Now, let me give you one note of warning. This is very important! There have been instances in which discussion leaders have used more than half the available training time showing movies to their group. Do not use guest speakers the same way-- as a crutch. Be very selective. Use them to enhance the training, but be certain you conduct the training. Your primary responsibility as a discussion leader is to ensure that the learning objectives associated with leadership training are met.

TRANSITION. Once you have identified an instance in which a guest speaker would be appropriate, you must now go about selecting that person. What are some of the things that should concern you?

## 2. GENERAL INFORMATION ABOUT THE USE OF GUEST SPEAKERS

One of the first things should be who can provide the group with the desired information. Earlier I talked about an instance in which the issue was religion. In that case, the Chaplain was an obvious choice. But what if the case were such that almost any leader could provide the information? In such cases, the selection would be more difficult. As a general guideline, it is probably best if the leader selected is the one closest to the troops in their chain of command.

Obviously, the individual selected must be available and willing to make the presentation. When you contact him/her, provide all the background which led to your decision to request his/her assistance. Tell him/her exactly what the issue is, and discuss together the main ideas that the guest speaker will address. Make sure that the ideas are consistent with established Marine Corps policy and the leadership program itself. Also ensure that they do not violate any local directives or procedures. In short, you must find out what is to be said before the presentation is made. Do not be afraid to back off tactfully if the Marine selected does not appear to be willing or able to provide the appropriate information. You do not want a guest speaker who is counter-productive.

Since your guest speaker will be addressing a group of Marines during leadership training, select someone who exemplifies good leadership. Pay special attention to his/her bearing, enthusiasm, knowledge, and tact. These traits will be evident during the speaker's presentation and will serve to enhance that presentation as well as the overall training.

TRANSITION. Now that you have selected your guest speaker and arranged the time and place for the presentation, you must develop an introduction which will prepare the group.

### 3. INTRODUCTION OF GUEST SPEAKERS

These introductions are not expected to be a review of the life and career of the guest speaker. It is intended that they be short and contain only that information needed to put the speaker's presentation into perspective and to put the group at ease.

Remember: Although you have established rapport with the group, they may consider anyone else an "outsider." Set the stage briefly but carefully.

Let's use the two examples we discussed earlier. The first is the officer who is to address cross-cultural issues in the overseas environment. The introduction could be presented as follows:

"During our last session we discussed some cross-cultural issues encountered overseas. Many of you indicated at the time that you had never been overseas and had difficulty understanding those issues. Since most Marines, including most of you, will serve overseas during their first tour of duty, I thought it would be helpful if all of us could hear about some of the cross-cultural issues from someone who has recently returned from overseas. Lieutenant Jones, Executive Officer of our company, recently returned from a six-month Med cruise. He is here to tell us about some of the cross-cultural issues in that part of the world. Lieutenant Jones."

Lieutenant Jones would then begin his presentation.

Now, does anyone have an idea as to the best way Lieutenant Jones can begin his talk? (Ask one or two of the students and adjust the lecture based on their response). When Lieutenant Jones was contacted about being a guest speaker, you should have pointed out that most of the group members had never been overseas. Since many young people have little appreciation for geography, I suggest that the best way for Lieutenant Jones to begin his presentation is by using a map and tracing his cruise from the departure point to the return point. You cannot assume that everyone will know where Naples or Barcelona is.

The second example we used was the first sergeant or sergeant major who is to address the role of the staff NCO. This introduction could be presented as follows:

"Yesterday we discussed that part of Chapter 3 dealing with the father-son relationship found in the Marine Corps Manual. There was considerable discussion about how the father-son relationship works on a day-to-day basis between SNCO's and their troops. I felt that one way to find out was to ask the first sergeant (sergeant major) to join us this morning so that we could discuss it some more. First Sergeant Smith has been in the Corps for eighteen years and has been a SNCO for more than 12 of those years. Let's hear what he has to say and then you will have an opportunity to ask questions. First Sergeant!"

TRANSITION. Those are two examples of introductions for guest speakers. So far, we have talked about how to identify appropriate instances in which to use guest speakers, some general information on their selection, and some ways to introduce them. There is one final area that must be discussed, and that's your follow-up actions when the speaker is finished.

#### 4. DISCUSSION LEADER FOLLOW-UP OF GUEST SPEAKERS

There are several things that you must do when a guest speaker has finished. First, you should thank him/her for making the presentation. Then give the group a break, thus providing the guest speaker with an opportunity to speak informally with members of the group. When the break is over and the group is settled down again, ask if there are any questions or comments that anyone wants to make. Clear up any misunderstandings. Orally test the group to ensure that the main points made by the speaker were understood. Finally, summarize the presentation, making reference to the earlier discussion which prompted you to get the guest speaker.

The last action is to give the guest speaker some feedback on how the presentation was received and to get some feedback on his/her perceptions of the group. Such an exchange of information will help both of you in preparing for future presentations.

5. PRACTICAL-APPLICATION EXERCISE. Working in groups of two, go through the manual and pick out an area in which you think a guest speaker might be appropriate. Using Annex A to your outline, write down the area selected and give reasons for its selection. List specific qualifications and other considerations for the selection of a guest speaker, and outline the introduction you would make. You will have \_\_\_\_\_ minutes to complete this exercise. Then one Marine from each group will give us a report. We should all make notes of these reports for possible future use.

#### OPPORTUNITIES FOR QUESTIONS AND COMMENTS

##### SUMMARY

Discussion leaders can use guest lecturers to enhance leadership training. Identifying appropriate times for their use, selecting and introducing them, and following up on

their presentations must be carefully planned and carried out. Do not overuse guest speakers, since direct responsibility for attaining the learning objectives is yours. Use guest speakers sparingly; use them appropriately; but use them!

H E A D I N G  
USE AND INTRODUCTION  
OF GUEST SPEAKERS

Student Outline

LESSON PURPOSE: To provide the student with information on how to use guest speakers during leadership training and how to introduce them to Marines.

STUDENT REFERENCES: None.

LEARNING OBJECTIVES: Upon completion of this period of instruction, and with the aid of references and notes, the student will be able to:

- a. Give examples of appropriate times when guest speakers would enhance leadership training;
- b. Select a guest speaker;
- c. Formulate appropriate introductory remarks; and
- d. Conduct appropriate follow-up actions.

STUDENT ASSIGNMENT:

- a. The student will listen to a short lecture.
- b. The student will participate in a practical-application exercise.
- c. The student, if selected, will present an oral report on the results of the practical-application exercise.

## OUTLINE (Short Lecture)

### I. INTRODUCTION

### II. PURPOSE AND MAIN IDEAS

A. Provide Information on How to Use Guest Speakers during Leadership Training and How to Introduce Them to Your Marines.

B. Examples of Instances when Guest Speakers Could Be Used

C. General Information about Guest Speakers

D. Introduction of Guest Speakers

E. Discussion Leader Follow-Up of Guest Speakers

F. Practical-Application Exercise

### III. LEARNING OBJECTIVES

A. Give Examples of Appropriate Instances

B. Select Guest Speaker

C. Formulate Introduction

D. Conduct Follow-up Actions



#### IV. BODY

##### A. Examples of Instances when Guest Speakers Could Be Used

1. "Information Gathering," Subcourse 0307
2. Cross-Cultural Issue (Example)
3. Leadership Role of the SNCO (Example)
4. Note of Warning

##### B. General Information about Guest Speakers

1. Who Can Provide the Information
2. Contact with Selected Individual
3. Leadership Traits of Speaker

##### C. Introduction of Guest Speaker

1. Contain Only Essential Information
2. Introduction of Speaker on Cross-Cultural Issue (Example)
3. Introduction of Speaker on Leadership Role of the SNCO (Example)

D. Discussion Leader Follow-Up of Guest Speakers

1. Thanks
2. Informal Meeting with Group
3. Clarify Misunderstandings
4. Orally Test for Main Points
5. Summarize
6. Two-Way Feedback

E. Practical-Application Exercise

V. OPPORTUNITIES FOR QUESTIONS AND COMMENTS

VI. SUMMARY

Annex A

USE AND INTRODUCTION  
OF GUEST SPEAKERS

Practical-Application Exercise

1. Specific Area in Which Guest Speaker Might Be Appropriate
2. Reasons for Selection of Area
3. Qualifications and Other Considerations Used in the Selection of a Guest Speaker
4. Outline of Introduction

## MANAGEMENT OF INDIVIDUAL ACTION

### Subcourse 0205

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## MANAGEMENT OF INDIVIDUAL ACTION

### Instructor Notes

These materials should not be presented until the officers and staff noncommissioned officers have received instruction in "USMC Leadership Discussion Manual," Subcourse 0401, "USMC Annual Leadership Training," Subcourse 0402, and "USMC Leadership Discussion Leader Manual," Subcourse 0403. Instructors are encouraged to supplement these materials as desired.

Part One consists of a detailed outline for a short lecture. Instructions are included which will enable instructors to provide inputs for that portion which deals with information acquisition. Additionally, the detailed outline requires the conduct of a guided discussion. Instructors are encouraged to use their own words in presenting the lecture.

Part Two consists of a student outline with adequate space provided for the students to take notes.

## MANAGEMENT OF INDIVIDUAL ACTION

### Detailed Outline

#### INTRODUCTION

1. GAIN ATTENTION. If you are not successful in motivating your Marines to participate in an individual action effort, you will have failed to accomplish one of the major overall objectives of the educational component of leadership training. We are interested in positively influencing the behavior of our Marines. To this point, we have touched on various action assignments in the educational materials and have had rather detailed discussions while studying the annual leadership training manual. Since you should already understand the definition, scope, and range of individual action, we will not emphasize those aspects now. What we are concerned about at this time is how you are going to manage individual action.

2. MOTIVATE. During this period of instruction, we will provide you with general information to help put management of individual action into perspective, and we will give you ideas on how actually to manage such actions.

#### 3. PURPOSE AND MAIN IDEAS

a. Purpose. The purpose of this period of instruction is to provide you with information concerning the discussion leader's responsibilities in the management of individual action programs.

b. Main Ideas. During this lecture, I will address the following main ideas:

- (1) Background perspective on individual action;
- (2) Information acquisition;

- (3) Encouragement and motivation of your Marines; and
- (4) Follow-through and supervision.

4. LEARNING OBJECTIVES. There are no specific learning objectives for this period of instruction.

## BODY

### 1. BACKGROUND PERSPECTIVE ON INDIVIDUAL ACTION

Emphasis on individual action was an integral part of the human relations program. It is taking on a more precise meaning in the leadership program. The key concept is that it is "beyond what is normally expected of a Marine's grade and duty assignment." We must keep that concept in mind at all times.

Obviously, the scope of individual action is broad. It includes some self-improvement, unit improvement; and certain constructive interpersonal actions--not only toward Marines of all racial, ethnic, social, and economic backgrounds, but also toward members of other Armed Services and toward civilians. Such constructive interactions will help to overcome any tendencies we may have to prejudge and discriminate unfairly.

Why do some of us prejudge and discriminate unfairly? First, we are at times unsure of ourselves, or we are insecure personally. Some of us then try to compensate by criticizing others unfairly. Secondly, we are incorrectly or inadequately informed about others. The education phase of leadership training attempts to supply some of the missing information plus a method for acquiring additional, more accurate information in order to stop or reduce prejudice. As it becomes more sophisticated, the action phase of leadership training will provide a vehicle for modifying behavior as a result of this reduced prejudice.

The action phase should concentrate on two types of programs. The first type is that which constructively brings together individuals from groups which tend to misunderstand one another and therefore tend to prejudge or neglect one another to the detriment of individual Marines, the Corps, and society. It is almost impossible to obtain the desired constructive effect in these associations unless (1) the associations are one-on-one rather than in groups, and (2) they occur only after or during the educational phase specifically preparing Marines for the unfamiliar situations they will encounter in new cross-group associations. This is especially true if the economic/class difference between the individuals is great. Otherwise prejudices may be reinforced rather than reduced.

The second type of action program is self-development, which also takes two forms. The first, easy form is that which helps the Marine satisfy his or her desire to contribute to society in peacetime. This is especially important in this time of great social unrest. Any activity which personally involves the Marine in encouraging others tends to accomplish this self-satisfying desire. According to the Dual-Life-Value Theory, this is a part of the species-preserving drive and therefore expresses our most basic value or need. (Action efforts that also help develop small unit integrity should be allowed as long as the personal involvement aspect is not lost.)

The other, more difficult form of the self-development program requires the acquisition of new skills by Marines. Any new skill helps build confidence and self-satisfaction and will reduce the discrimination against others which derives from one's own uncertainties or inadequacies.

## 2. INFORMATION ACQUISITION

(This part of the lecture must be developed by instructors, since the needs of individual Marines, unit location,



unit situation, proximity to civilian populations, for example, vary from base to base. The intent is to be able to tell the students what is available, e.g., Laubach Reading Program, orphans in nearest town, martial-arts classes at the gym, host nationals with whom to associate, available educational programs, etc.)

### 3. ENCOURAGEMENT AND MOTIVATION

Since it has proven to be virtually impossible to get large numbers of Marines involved in individual action unless the discussion leader personally encourages and motivates his or her Marines, your learning to do so is crucial. As you have probably guessed, the encouragement and motivation aspect is as varied as individuals; but let's discuss some basics.

Certainly the Physical Fitness Test can be used as a basis for encouragement and motivation. Let's say that you notice that one Marine is a really strong, healthy-type who is a first-class scorer. You also notice another, much smaller Marine who, although he may be passing, just doesn't look like the first-class type. Encourage the smaller Marine to participate in physical activity designed to increase his PFT scores. Use all the persuasive tools at your disposal, but sell him. Talk about the PFT score being a factor in promotions; talk about the relationship between physical fitness and combat readiness; and--how about this big one?--impress upon him the need to set a good example for those Marines junior to him.

On the other side of the coin is the big, healthy Marine. The set-up is a natural. On a one-to-one basis, quietly ask that Marine how he manages to get a first-class score on the PFT. While commending his physical fitness, mention the other Marine and suggest that they get together. Keep pushing the two until they make a commitment to each other. That's what we mean by encouragement and motivation.

Some of the clues that discussion leaders can use to motivate and encourage individual action will surface during the individual introductions. Remember, you must listen carefully. And you must be conscious of the grades of your Marines. Attempt to get a senior helping a junior Marine. Stress that the activity is to be accomplished off-duty. Also, it is a good idea to try to cross ethnic or social lines in these one-on-one action assignments.

But, let's talk some more about how to motivate and encourage our Marines. What do you think (GRADE/NAME)? (Conduct a guided discussion at this point. Get the group thinking about where to look for clues, e.g., individual introductions and informal conversations during breaks, as well as what devices can be used, e.g., PFT and liberty. Address cross-race issues that can be used. Discuss other Services/civilian interactions as well.)

#### 4. FOLLOW-THROUGH AND SUPERVISION

After encouraging and motivating their Marines, every good leader, including discussion leaders, must follow through and supervise the individual action commitments made by those Marines. It is not simply enough to get their commitment. You must make sure that the action is actually accomplished.

How about the two Marines we discussed earlier as an example of using the PFT as a motivating device? How should they be supervised as they work together? By supervision, I do not mean that you are to be there while they work on pull-ups. However, you should periodically inquire how things are going. Are there any problems? Can you help? Show those Marines that you are personally involved in their task. Then you will know if they need remotivation. Also, you will have a handle on two valuable assets--two motivated Marines who would probably be available for some one-on-one action in other areas.

So keep a record of the individual action commitment of the Marines in your group. If it is impossible for you to follow through and/or supervise, get in touch with the appropriate leader in the Marine's chain of command. Tell him/her who is involved in what individual action and ask him/her to follow through or supervise their activities.

#### OPPORTUNITIES FOR QUESTIONS AND COMMENTS

#### SUMMARY

Marines working together constructively on individual action assignments in peacetime will work together in combat and win. And that is the ultimate goal of leadership and this program. Let's make individual action work for all of us.

H E A D I N G  
MANAGEMENT OF  
INDIVIDUAL ACTION

Student Outline

LESSON PURPOSE: To provide the student with information concerning the discussion leader's responsibilities in the management of individual action programs.

STUDENT REFERENCES: USMC Annual Leadership Training, NAVMC 2657,  
Pages A-6-19 through A-6-22, B-6-1 through  
B-6-24, and B-7-1 through B-7-33

LEARNING OBJECTIVES: There are no specific learning objectives for this period of instruction.

STUDENT ASSIGNMENT:

- a. The student will listen to a short lecture.
- b. The student will participate in a discussion of individual action management.

## OUTLINE (Short Lecture)

- I. INTRODUCTION
- II. PURPOSE AND MAIN IDEAS
  - A. Provide Information on Discussion Leader's Responsibilities
  - B. Background Perspective on Individual Action
  - C. Information Acquisition
  - D. Encouragement and Motivation of Marines
  - E. Follow-Through and Supervision
- III. LEARNING OBJECTIVES
- IV. BODY
  - A. Background Perspective on Individual Action
    - 1. Key Concept
    - 2. Scope
      - a.
      - b.
      - c.
    - 3. First Type of Action
    - 4. Second Type of Action

a.

b.

B. Information Acquisition

C. Encouragement and Motivation

D. Follow-Through and Supervision

VII. OPPORTUNITIES FOR QUESTIONS AND COMMENTS

VIII. SUMMARY

## A TEST OF LEADERSHIP TRAITS

### Subcourse 0301

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## A TEST OF LEADERSHIP TRAITS

### Instructor Notes

These materials are to be presented during discussion leader training so that the officers and staff noncommissioned officers may become thoroughly conversant with the traits of leadership, thus preparing them to discuss and apply those traits with their Marines.

The materials are designed to be used in either of two ways. First, all three parts may be administered on the same training day. Alternatively, each part may be administered on a different day. For example, Part A may be presented on the third day of training, Part B on the fifth training day, and Part C on the tenth day.

If this second approach is followed, be certain that the test parts are administered in alphabetical order, as Part B is more difficult than Part A and Part C is more difficult than B. Also, allow time each day for a review of the student advance sheet prior to the administration of any part of A Test of Leadership Traits.

The student advance sheet, with attached handout, must be distributed to students prior to testing. Making this a homework assignment the day before the test would be ideal. Be sure to tell the students that tests will be administered.

At the designated point in the training schedule, distribute A Test of Leadership Traits, as well as paper on which to record the answers. Explain the three sections of the test as follows.

In Part A, only one trait is to be selected to fit each description. All fourteen traits have been described, so each trait will be listed only once.



In Part B, trainees are to list the trait which best describes the leader's behavior in each situation. (In some cases, two choices appear possible, e.g., Item #4. While initiative is the trait being stressed, some might consider the leader's judgment or unselfishness to be most important. Consider such possibilities when reviewing the completed tests with the trainees.) As in Part A, each trait is to be listed only once; all fourteen have been described.

In Part C, there are no school solutions. As in Parts A and B, this exercise is designed to stimulate thinking about the various leadership traits and to reinforce their importance.

Present the answers for Parts A and B after those portions of the test are completed. Upon completion of Part C, call on individual students to present their "solutions." Ask if anyone has a different solution. IMPORTANT: Remind the students that there are no school solutions to Part C, so no attempt will be made to get a consensus. Instructors should be prepared to present a "solution" to each of the twenty situations described.

## A TEST OF LEADERSHIP TRAITS

LESSON PURPOSE: To increase the student's understanding of leadership traits, as well as the ability to explain and apply them in ways that will enhance leadership training.

STUDENT REFERENCES: USMC Leadership Discussion Leader Manual,  
NAVMC 2656A, Chapter 3  
USMC Annual Leadership Training, NAVMC 2657,  
Pages B-7-1 through B-7-9  
Military Leadership, FM 22-100, Pages 2-1  
through 2-6

LEARNING OBJECTIVES: Upon completion of this period of instruction, and without the aid of references and notes, the student will be able to:

- a. State and explain the fourteen leadership traits; and
- b. Apply his/her understanding of the traits at appropriate times in discussion groups in order to enhance the learning process of participants.

ANNEX A: A TEST OF LEADERSHIP TRAITS (Parts A, B, C)

ANNEX B: Answer Sheet for Parts A and B of A TEST OF LEADERSHIP TRAITS

ANNEX C: Student Advance Sheet

## Annex A

### A TEST OF LEADERSHIP TRAITS

#### Part A

Which leadership trait is being described in each of the following items?

1. The mental and physical stamina which is measured by the ability to withstand pain, fatigue, stress, and hardship.
2. The wisdom which allows a leader to render fair, consistent, and prompt judgments, based upon the merits of the case in question.
3. General appearance, carriage, deportment, and conduct.
4. The display of sincere interest and zeal in the performance of duties.
5. An accumulated body of learning, particularly with regard to a leader's military specialty, command policies, and local and world communities.
6. That which enables recognition and fear of danger or criticism, while still allowing calm and firm action.
7. Willingness and ability to take action in the absence of orders.
8. Faithfulness to country, the Corps, seniors, subordinates, and peers.
9. The ability to make decisions promptly and to state them in a clear, forceful manner.
10. Truthfulness, honesty, and upright and sound moral principles.
11. The ability to deal with others in a manner that will maintain good relations and avoid offense.

12. The certainty of proper performance of duty.
13. The ability to weigh facts and circumstances logically in order to make decisions.
14. Placing the personal comfort and professional development of others, particularly subordinates, above one's own.

## A TEST OF LEADERSHIP TRAITS

### Part B

Which leadership trait is being exhibited by the leader described in each of the following situations?

1. A leader is faced with three tasks and time to accomplish only one. He/she weighs the importance of each task, as well as the personnel and resources available to perform each of them. Only then is a decision made as to which task to undertake.

2. A subordinate consistently completes assignments in a slipshod manner. Rather than call the Marine down in front of his/her peers for being incompetent, the leader privately calls attention to the problem and asks what the offender can do, and intends to do, to correct it.

3. Three members of a squad approach their leader with the same urgent problem, but each with a different suggested solution. The leader quickly decides which solution is best and firmly issues orders for its immediate execution.

4. A lieutenant has been ordered to receive all requests for personal assistance which come to the company office and to refer them to the proper channels for handling, e.g., the chaplain or the Navy Relief Fund. Faced with a sergeant in the midst of a family crisis, and unable to reach those whose function is to solve the problems, the lieutenant takes the sergeant to his/her civilian clergyman for counseling.

5. A woman Marine expresses discontent with her present duties because she finds them unchallenging. Having recently learned of a new, more technical MOS now open to women, her commanding officer arranges for her reassignment.

6. A staff sergeant has been transferred to a platoon whose members perform their duties and conduct themselves at only a minimal level of acceptability. Instead of lecturing on the goal of developing an A-1 outfit, the sergeant chooses to lead by example. His/her general appearance and the condition of clothing and equipment are exemplary. Daily performance reflects alertness, energy, competence, and confidence.

7. A leader takes a squad of Marines into their first combat mission. His drive in the face of seemingly hopeless obstacles and unending fatigue inspire the men to greater efforts than they once thought possible.

8. A particular command is notorious for the preponderance of officers who exhibit an elitist attitude toward their troops. However, one captain not only avoids displaying that attitude personally; he/she also protects subordinates from abuse by the other officers.

9. A Marine colonel frequently hosts interracial gatherings in his/her home and at public facilities in town, even though he/she knows the local people resent it.

10. Morale in the unit is low. A heavy workload and few tangible results have taken their toll. Yet one young leader continues to be cheerful and optimistic, determined to do the best job possible under very trying circumstances.

11. A young Marine with a reputation as a troublemaker requests mast. Once again accused of theft, he/she insists that the charge is false but that no one will listen to the truth. Based upon his/her record of similar offenses, the odds are that he/she is guilty. However, the leader takes the time to have the matter thoroughly investigated and finds that the Marine indeed is innocent.

12. An entire squad has been given weekend liberty because of an outstanding rating during an I.G. visit. However, on Friday afternoon the squad leader learns that someone will have to stand watch Friday and

Saturday nights. A member of the squad elects to take the duty for the entire weekend.

13. A particular Marine is consistently assigned sensitive tasks. Yet, despite time pressures and administrative red tape, the tasks are always completed in a timely and exemplary manner.

14. A captain issues incorrect instructions which result in the improper preparation of a report. When the errors are discovered by higher authority, the lieutenant preparing the document takes the blame and does not mention the captain's instructions. However, the captain him/herself steps forward to set the record straight.

## A TEST OF LEADERSHIP TRAITS

### Part C

Briefly describe how you would use a particular leadership trait to handle each of the following situations or personalities. Be certain that you use each of the fourteen traits at least once.

1. A highly emotional Marine.
2. A section with a variety of high-pressure, low-profile jobs.
3. A new assignment with a large backlog of orders and seemingly conflicting SOP's.
4. Black Marines who complain of discrimination.
5. An alcoholic senior officer/SNCO.
6. An unproductive subordinate with family ties to the CO.
7. A series of dirty details with no break.
8. A desire on your part to always appear to be right.
9. Temporary assignment to an unfamiliar MOS.
10. A fellow Marine with serious financial problems not of his/her own making, e.g., a seriously ill mother who depends upon him/her as her only financial support.
11. A project that has been done and redone so often it has missed three deadlines.
12. Orders from superiors with which you don't agree but which you know must be carried out.
13. Otherwise squared-away Marines who smoke marijuana.
14. Family resentment of time you devote to off-duty Marine-related activities.



15. Rumors of a subordinate planning to go U.A.
16. Boredom in a section with routine, uninteresting duties.
17. Polarization between Blacks and Whites in your unit.
18. Bad reputation of Marines in nearby civilian community.
19. Lack of respect from junior officers.
20. Name-calling toward women and minorities.

Annex B

A TEST OF LEADERSHIP TRAITS

Answer Sheet for Parts A and B

Part A

- |               |                   |
|---------------|-------------------|
| 1. Endurance  | 8. Loyalty        |
| 2. Justice    | 9. Decisiveness   |
| 3. Bearing    | 10. Integrity     |
| 4. Enthusiasm | 11. Tact          |
| 5. Knowledge  | 12. Dependability |
| 6. Courage    | 13. Judgment      |
| 7. Initiative | 14. Unselfishness |

Part B

- |                 |                   |
|-----------------|-------------------|
| 1. Judgment     | 8. Loyalty        |
| 2. Tact         | 9. Courage        |
| 3. Decisiveness | 10. Enthusiasm    |
| 4. Initiative   | 11. Justice       |
| 5. Knowledge    | 12. Unselfishness |
| 6. Bearing      | 13. Dependability |
| 7. Endurance    | 14. Integrity     |

Annex C

A TEST OF LEADERSHIP TRAITS

Student Advance Sheet

LESSON PURPOSE: To increase the student's understanding of leadership traits, as well as the ability to explain and apply them in ways that will enhance leadership training.

STUDENT REFERENCES: USMC Leadership Discussion Leader Manual,  
NAVMC 2656A, Chapter 3  
USMC Annual Leadership Training, NAVMC 2657,  
Pages B-7-1 through B-7-9  
Military Leadership, FM 22-100, Pages 2-1 through 2-6

LEARNING OBJECTIVES: Upon completion of this period of instruction, and without the aid of references and notes, the student will be able to:

- a. State and explain the fourteen leadership traits; and
- b. Apply his/her understanding of the traits at appropriate times in discussion groups in order to enhance the learning process of participants.

STUDENT ASSIGNMENT: Study the following information prior to class, in preparation for a test on the information it contains.

An Explanation of Leadership Traits

(Extracted and Paraphrased from FM 22-100)

Bearing - Bearing is general appearance, carriage, deportment, and conduct. Carriage should be upright; general appearance and

condition of clothing and equipment exemplary. Appearance and manner should reflect alertness, energy, competence, and confidence. Worry should not be evident through look or action. Frequent irritation, loss of temper, and vulgar speech indicate a lack of self-control or self-discipline and should be avoided. Verbal condemnation of an entire group should be avoided. Since sarcasm and irony, like profanity, often leave doubt as to exactly what the leader means, they should be used sparingly, although a certain amount of humor is helpful in some circumstances. Dignity, which implies a state of being honorable and which requires the control of one's actions and emotions, is also an essential element in a leader's bearing and should be cultivated.

Courage - Courage is that which enables recognition and fear of danger or criticism, while still allowing calm and firm action. It exists in a moral, as well as a physical sense. Moral courage means knowing and standing up for what is right in the face of popular disfavor. Thus, a leader accepts blame when at fault.

Decisiveness - The leader should be able to make decisions promptly and to state them in a clear, forceful manner. The wise leader gets all the facts, weighs one against the other, then calmly and quickly arrives at a sound decision. Decisiveness is largely a matter of practice and experience. The leader keeps in mind that many sound ideas originate at the subordinate level. Thus, opinions are solicited from subordinates when appropriate. A positive approach, little waste of time, objectivity, timely analysis, and sound evaluation of suggestions from others all contribute to the development of decisiveness.

Dependability - Dependability, the certainty of proper performance of duty, is essential. It includes the willing and voluntary support of the policies and orders of the chain of command but does not mean blind obedience. Commanders should listen to suggestions from

their subordinates; but, once the final decision has been made, subordinates must give it their complete and energetic support. Dependability also means putting forth the best effort in an attempt to achieve the highest standards of performance and subordinating personal interests to military requirements.

Endurance - Endurance is akin to courage. It is the mental and physical stamina which is measured by the ability to withstand pain, fatigue, stress, and hardship. Since subordinates may view a lack of endurance in a combat situation as cowardice, the leader must display an acceptable, if not superior, level of endurance. Endurance and stamina should be developed by regular participation in strenuous physical and mental activities.

Enthusiasm - Enthusiasm is the display of sincere interest and zeal in the performance of duties. Enthusiastic leaders are optimistic, cheerful, willing to accept the challenges of their profession, and determined to do the best job possible. Enthusiasm is contagious--nothing will develop it more than the success of a unit or an individual.

Initiative - Initiative, or taking action in the absence of orders, is often required of leaders. Leaders who meet new and unexpected situations with prompt action instill respect and trust in their troops. Closely associated with initiative is resourcefulness--the ability to deal with a situation in the absence of normal resources or methods. To aid development of initiative, a leader must stay alert, recognize the task that needs to be done, and then accomplish it with caution, judgment, and discretion.

Integrity - The uprightness and soundness of moral principles and the qualities of truthfulness and honesty comprise integrity. An upright leader places honesty, sense of duty, and sound moral principles above all else.

Judgment - Judgment is the ability to weigh facts and circumstances logically in order to make decisions. Anticipation of situations, avoidance of hasty decisions, and the application of common sense are characteristic. Technical knowledge frequently plays an important role, as well. The leader who always appears to make sound decisions either has personal knowledge essential to solving a particular problem or has the presence of mind to confer with experts.

Justice - The just military leader gives rewards and punishments according to the merits of the case in question. Impartiality is exercised in all judgment situations, and prejudice of any kind is avoided. Because each decision is a test of fairness, which is observed by subordinates and superiors alike, the leader must be fair, consistent, and prompt. Individual consideration should be given in each case.

Knowledge - In order to be knowledgeable, leaders should develop a program of learning which will keep them abreast of current developments in their military specialty, command policies, and local and world communities. Field manuals, training directives, magazines, and newspapers should be used in conjunction with serious discussions, research, and experience in broadening the leader's knowledge.

Loyalty - Loyalty is the quality of faithfulness to country, the Corps, seniors, subordinates, and peers which should be reflected in every action. A leader's good reputation will be widespread when it is based upon actions taken to protect subordinates from abuse. Good leaders do not allow personal opinion to interfere with the mission, nor do they give the impression of disagreement with orders when relaying them to subordinates.

Tact - Tact is the ability to deal with others in a manner that will maintain good relations and avoid offense. During conditions of stress, e.g., delivering criticism to a subordinate, the use of

tact becomes challenging. The inexperienced leader sometimes feels that politeness in the Marine Corps implies softness. On the contrary, a calm, courteous, and firm approach usually will bring cooperative response without unnecessary unpleasantness.

Unselfishness - The unselfish leader is one who does not provide for personal comfort and advancement at the expense of others. The comfort, pleasure, and recreation of subordinates should be placed above those of the leader. True leaders give themselves lowest priority and share the dangers and hardships with their troops.

## 2-MINUTE IMPROMPTU SPEECHES

Subcourse 0302

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## 2-MINUTE IMPROMPTU SPEECHES

### Instructor Notes

These materials are to be presented during discussion leader training so that the officers and staff noncommissioned officers may increase their knowledge concerning leadership subjects, become proficient in presenting short, formal lectures on a variety of leadership topics, and develop the ability to discuss them comfortably and confidently in an informal situation.

It is intended that this subcourse be presented throughout discussion leader training. Use the 2-minute impromptu speeches to open or close a 50-minute period of instruction, i.e., prior to or returning from a 10-minute coffee break. Select a topic appropriate to the materials recently covered in discussion leader training. Topics on the attached list have been categorized to allow selection of some topics on the first and/or last training day as well.

Select a Marine to present a 2-minute impromptu speech on one of the topics on the attached list or one developed by the instructor. Give the Marine three topics from which to choose, allowing one minute for preparation. Upon completion of the speech, the Marine is to conduct a brief question-and-answer period on the concepts in his/her presentation.

Schedule this subcourse prior to selecting the first Marine to make an impromptu speech. Introduce the course by presenting the information contained in the detailed outline.

Topics for 2-Minute  
Impromptu Speeches

MAY BE ASSIGNED AT ANY TIME:

1. The Marine Corps as a fighting force in readiness
2. A historical Marine Corps battle
3. The working relationship of the Navy/Marine Corps team
4. The effect on the Marine Corps of the all-volunteer-force concept
5. "Selling points" for recruiting top quality people into the Corps
6. The relationship between leadership and "followership"
7. Ways to motivate and inspire young Marines
8. How we get to know the Marines we are called upon to lead
9. Whether leadership techniques are different in peacetime than in combat
10. Whether it is more difficult to lead in peacetime than in combat
11. Why Marines should know their job well and develop professionalism
12. Ways Marines can develop themselves mentally
13. Ways Marines can develop themselves physically
14. Ways Marines can develop themselves morally (ethically)
15. The effect on morale when unit leaders misuse authority
16. The effect of drug or alcohol abuse on mission accomplishment
17. Sensitivity to the effects a leader's decisions may have upon subordinates, particularly minority personnel

18. The relationship of all leaders to their troops as teacher to scholar or father to son (Paragraph 5390, Marine Corps Manual)
19. Leadership by example, as a Marine Corps tradition
20. The Marine Corps tradition that "We take care of our own"
21. The importance of personal attitude and discipline in accomplishing the Marine Corps mission
22. Reasons for the difference between military and civilian discipline
23. Rewards as motivation
24. Punishment as motivation
25. Why some troops may feel their officers, SNCO's, and NCO's don't really care about them
26. The Corps' responsibility to Marines who perform unsatisfactorily
27. Ways to improve a subordinate's poor job performance
28. Ways to motivate subordinates to raise their educational level
29. The importance of civilian employees to the success of the Marine Corps
30. Ways to avoid generation gaps within our families and/or between senior and junior Marines
31. Ways younger married Marines and their families can prepare for the day they may be separated because of a unit's deployment
32. Why the Corps should encourage Marines to participate in community activities
33. The importance of physical fitness

34. The importance of mental alertness
35. Why Marines should be well dressed, even when in civilian attire
36. The difference between sarcasm and humor in dealing with subordinates
37. Soliciting opinions from subordinates
38. The effect upon subordinates of displaying enthusiasm for your duties
39. Keeping abreast of current developments in your MOS and in command policies that affect that MOS
40. Ways to exhibit loyalty to the Marine Corps
41. Ways to exhibit loyalty to seniors
42. Ways to exhibit loyalty to subordinates
43. Ways to exhibit loyalty to peers
44. How to develop decisiveness in subordinates
45. How to develop initiative in subordinates
46. How to develop bearing in subordinates
47. How to develop judgment in subordinates
48. How to develop tact in subordinates
49. How to develop a sense of integrity in subordinates
50. How to develop a sense of justice in subordinates
51. How to develop loyalty in subordinates
52. How to develop dependability in subordinates
53. How to develop unselfishness in subordinates
54. How to develop endurance in subordinates
55. How to develop courage in subordinates
56. How to develop enthusiasm in subordinates
57. How to develop a desire for knowledge in subordinates

B. TO BE ASSIGNED AFTER COMPLETION OF "USMC LEADERSHIP DISCUSSION MANUAL, NAVMC 2656B," SUBCOURSE 0401:

1. Why every Marine must be prepared to lead
2. Why human relations problems are a challenge to Marine leadership
3. Why Marines must teach themselves to support and defend our Constitution on the basis of reason rather than on the basis of emotions
4. Why some Americans feel left out or alienated in our society
5. How the problem of alienation in the Marine Corps can be corrected
6. The four peacetime weapons of a Marine and their use
7. How the four peacetime weapons of a Marine can develop personal confidence and moral courage
8. Whether a person can be free but also disciplined
9. Whether human beings all over the world have something in common as far as human nature is concerned
10. How all of us are threatened physically, economically, and/or psychologically when the equality of any one person is not respected
11. Whether an emphasis on human relations must mean "do good and be permissive"
12. Whether combat training and experience will make Marines "mad-dog killers"
13. The relationship between high morale and good esprit de corps
14. The definition of leadership in Paragraph 5390 of the Marine Corps Manual
15. Whether it is necessary to have authority or grade to be a good leader

16. How knowledge can be used to solve a leadership problem
17. How decisiveness can be used to solve a leadership problem
18. How initiative can be used to solve a leadership problem
19. How bearing can be used to solve a leadership problem
20. How judgment can be used to solve a leadership problem
21. How tact can be used to solve a leadership problem
22. How integrity can be used to solve a leadership problem
23. How justice can be used to solve a leadership problem
24. How loyalty can be used to solve a leadership problem
25. How dependability can be used to solve a leadership problem
26. How unselfishness can be used to solve a leadership problem
27. How endurance can be used to solve a leadership problem
28. How courage can be used to solve a leadership problem
29. How enthusiasm can be used to solve a leadership problem
30. How a Marine can work on the improvement of his/her command presence
31. The relationship between troop well-being and U.A.
32. Explanation and illustration of the Dual-Life-Value Theory of Human Nature
33. The relationship between the Dual-Life-Value Theory of Human Nature and the USMC philosophy of duty and discipline
34. The life or death meaning of freedom, equality, and order
35. Life, as our basic, most natural value
36. Whether self-preservation is the first law of nature
37. The life-protecting difference between offensive violence and defensive violence

38. The meaning of political freedom in an ideal democracy
39. Order, as the great, unspoken, natural value in almost all societies of humans and animals
40. Equality, as the presumed equal value of each human life, somewhat akin to basic human dignity
41. The obligation found in the first article of the Code of Conduct
42. The tree illustration of an ideal government
43. Why and how the U.S. military is considered a democratic institution, rather than a dictatorship
44. Whether fraternization between grades threatens morale, discipline, and combat effectiveness
45. Building cross-racial respect in order to face with confidence any orders for duty anywhere in the world
46. Preparing to facilitate the further integration of women into the Corps
47. Elimination of any "generation gap" within the Corps
48. The military viewpoint that the "do-your-own-thing" approach of many young people can be a dangerous form of permissiveness
49. Ways in which the qualities, traits, and/or principles of leadership might be adjusted to accommodate modern leadership problems

TO BE ASSIGNED AFTER COMPLETION OF "USMC ANNUAL LEADERSHIP TRAINING, NAVMC 2657," SUBCOURSE 0402:

1. The definition of individual action

2. The scope of individual action: self-improvement, unit improvement, and constructive interpersonal actions toward others
3. The relationship between the skills and the ethics of the disciplined use of force
4. The roles of SNCO's and NCO's in leadership training
5. Functions of Marine leaders in the leadership program
6. Command activities which can be used to support the leadership program
7. Command policies and guidance which can be established to enhance and support the action phase of leadership training
8. Ways to eliminate polarization or separation among Marines
9. Overt or covert command actions or practices which could result in inequitable treatment for women or, conversely, for men
10. New facets of leadership which can be used to increase the cohesiveness of your platoon (command/section/company, etc.)
11. Examples of individual action in the area of self-improvement
12. Examples of individual action in the area of unit improvement
13. Examples of individual action in the area of constructive interpersonal actions among Marines
14. Examples of individual action in the area of constructive interpersonal actions between Marines and members of other Services
15. Examples of individual action in the area of constructive interpersonal actions between Marines and civilians



16. The three prerequisites for undertaking individual action projects (recognize responsibility, acquire needed skills, carry out responsibility)
17. Ways excessive interservice rivalry could affect combat and garrison performance

D. TO BE ASSIGNED DURING THE LAST FEW DAYS OF TRAINING:

1. A major morale problem in this command from the leader's perspective
2. A major morale problem in this command, from the troops' perspective
3. Why and/or how leadership is more difficult today than it was 30-40 years ago
4. Why leadership training must be inside the chain of command
5. The Marine's role as a defender of life
6. The importance of individual action in leadership training
7. An example of how to use the 4-step Cross-Cultural Adjustment Guide to consider the differences among people
8. Whether elements from civilian society make it difficult to maintain a good military organization
9. How Marines can get to know themselves better so that they can become better leaders
10. Why the Corps should return each Marine to civilian society as a better person mentally, physically, and morally (ethically)
11. The effect of racial tensions on combat readiness
12. The effect on the Marine Corps of women's changing role in society
13. Relationship between the major components of the Dual-Life-Value Theory (self-others-reason) and the three components of

Paragraph 5390's definition of leadership (moral character-human understanding-intellect)

14. Ways, other than combat, that a Marine can defend and support the American way of life
15. How a leader can get both discipline and respect
16. Whether Marine leaders can explain the reasons behind policies and orders without misleading their subordinates into questioning orders when they don't have time to explain or, for other reasons, cannot explain
17. Institutional forces that might pressure a Marine to discriminate unfairly against any other Marine
18. The rationale behind the discussion technique: that success depends upon positive influences from other Marines
19. How leaders can be prepared to participate constructively in leadership discussions inside and outside the classroom
20. How the leadership training discussion technique can be used effectively to open communication channels
21. How the leadership training discussion technique can be used to teach proper respect for military authority
22. Methods that might be used in leadership training to achieve better coverage of educational concepts and to facilitate better learning
23. Why research should be used to help recognize, analyze, and solve local leadership problems, especially in the area of human relations
24. The Iceberg Chart of Human Conflicts

25. How you would handle a woman Marine's complaint of wolf calls and lewd comments from male Marines
26. How you would handle a black Marine's complaint that he receives most of the dirty details in the platoon
27. How you would handle a white Marine's complaint that his black counterparts receive preferential treatment
28. How you would handle a Mexican-American's complaint that the Corps' minority improvements are all directed at Blacks
29. How you would handle an American Indian's complaint that most of the other members of the squad call him "Tonto"
30. How you would handle a PFC's complaint that others in the platoon are pressuring him to smoke marijuana
31. How you would handle a PFC's complaint that his SNCO sneaks beer into the barracks in violation of unit orders
32. How you would handle a call from a subordinate's wife, indicating that her husband has deserted her
33. How you would handle a complaint from the only civilian employee in your section that Marines in the group are completely ignoring him/her

## 2-MINUTE IMPROMPTU SPEECHES

### Detailed Outline

#### INTRODUCTION

1. GAIN ATTENTION. One of the more important aspects of your duties as discussion leaders is the ability for each of you to be able to talk, in an impromptu manner, about various leadership topics. Opportunities will present themselves in which it may be necessary or desirable for you to address any of the topics covered in the leadership materials and/or brought out during discussions. For example, you might overhear two Marines on a coffee break discussing the four peacetime weapons of a Marine and their use. You must be alert and able to clarify in a short period of time any misunderstanding about the weapons and to ensure their understanding by posing appropriate questions. Or, a Marine not assigned to the leadership program may ask you at a dinner party what the training is all about. You should be able to tell him/her in a positive, meaningful manner.

2. MOTIVATE. All leaders should be able to discuss leadership, but discussion leaders must be thoroughly familiar with the leadership materials used in the program and be able to explain them to others.

#### 3. PURPOSE AND MAIN IDEAS

a. Purpose. The purpose of this period of instruction is to provide you with the opportunity to speak in an impromptu manner on a variety of leadership topics in order to increase your speaking ability and general knowledge of leadership topics.

b. Main Ideas. During this lecture, I will cover two main ideas:

(1) How we will use the 2-minute impromptu speeches in this course; and

(2) Procedures that will be used during their presentation.

4. LEARNING OBJECTIVES. Upon completion of this period of instruction, and without the aid of references and notes, the student will be able to present a 2-minute impromptu speech on a leadership topic.

#### BODY

1. USE OF THE 2-MINUTE IMPROMPTU SPEECH. Although the training outline indicates 2-minute impromptu speeches during this time period only, we will be using them throughout the course at unscheduled times. For example, we might begin or close out a 50-minute period of instruction with one or two speeches. We have attempted to categorize the topics in terms of those that we can use today, those that are appropriate after a specific sub-course has been presented, and those that you will only be able to deal with in the latter part of the course.

2. PROCEDURES TO BE USED. The instructor will select a Marine to present a 2-minute speech. This Marine will be given three topics from which to choose one for presentation. One minute of preparation time will be allowed. Upon completion of the speech, the speaker will conduct a brief question-and-answer period to ensure that the group understands the points made. During the presentations, you should be aware of the time element, the content of the speech, your speaking manner, and the conduct of the question-and-answer period. During this period, you should ask questions of the group members to ensure their understanding, as well as answer any questions they may raise concerning your presentation.

## OPPORTUNITIES FOR QUESTIONS AND COMMENTS

### SUMMARY

We have briefly discussed the use of the 2-minute impromptu speeches in this course and the procedures we'll use in presenting them.

## H E A D I N G

### 2-MINUTE IMPROMPTU SPEECHES

#### Student Outline

LESSON PURPOSE: To provide the student with the opportunity to speak in an impromptu manner on a variety of leadership topics in order to increase his/her speaking ability and general knowledge of leadership topics.

STUDENT REFERENCES: USMC Leadership Discussion Manual, NAVMC 2656B  
USMC Annual Leadership Training, NAVMC 2657

LEARNING OBJECTIVES: Upon completion of this period of instruction, and without the aid of references and notes, the student will be able to present a 2-minute impromptu speech on a leadership topic.

#### STUDENT ASSIGNMENT:

- a. The student will listen to a five-minute lecture.
- b. Individual students will be selected to present a 2-minute impromptu speech to the group.
- c. There are no student preparation requirements for this training period.

## DISCUSSION LEADING

Subcourse 0303

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## DISCUSSION LEADING

### Instructor Notes

This subcourse is to be presented before any student is asked to conduct a guided discussion. It is designed to provide the officers and staff noncommissioned officers with the information and resource documents needed to conduct effective discussions. Instructors are encouraged to supplement the materials as desired.

Part One consists of a detailed outline for a 30-minute lecture. Instructors are encouraged to develop and use training aids and/or other devices designed to enhance this presentation, e.g., transparencies and a chalkboard. They are also encouraged to use their own words in presenting the lecture.

Part Two consists of a student outline and Annexes A, B, and C. These annexes are provided as student resource documents which may be reviewed as appropriate, e.g., in preparation for "Student-Led Discussions," Subcourse 0304 and/or preparation for conducting a regular guided discussion. Encourage the students to take notes during the lecture.

## DISCUSSION LEADING

### Detailed Outline

#### INTRODUCTION

##### 1. GAIN ATTENTION

By now it should be obvious that, as discussion leaders, you will be a vital element in this program. You will have direct responsibility for the discussion groups in which Marines receive their leadership training. When the Commandant placed this program in the hands of leaders, it became your primary role to provide the leadership for those groups.

I wish to emphasize the word leadership. If you provide effective leadership in your discussion groups, you will not only move a long way toward attaining the objectives of the program; you will also surely enhance your personal images as Marine Corps leaders.

2. MOTIVATE. During this period of instruction, we will teach you the techniques of leading a guided discussion. A practical knowledge of those techniques, as well as of the group process, will be valuable to you throughout your career as a leader in the Corps. Let's use the company commander as an example. One day, he/she may hold a meeting with platoon commanders to discuss the training schedule--here he/she is functioning as the leader. Another day, he/she may sit in with other company commanders and battalion staff members on a meeting led by the battalion commander to discuss problem areas--here he/she is a contributing participant. Since you will frequently be involved in conferences and discussions, whether in a command or staff billet, you should not look upon this block of instruction only from the standpoint of preparing you to lead discussion groups

during leadership training. You should also view it from the standpoint of helping to develop the communication skills that will be increasingly valuable as you assume positions of greater responsibility and leadership.

### 3. PURPOSE AND MAIN IDEAS

a. Purpose. The purpose of this period of instruction is to introduce you to the procedures used in planning and conducting group discussions.

b. Main Ideas. During this lecture we will be covering seven main ideas:

(1) The discussion method of training--its definition, advantages, and some of its problem areas;

(2) Two important functions of discussion leaders, which are responsibility and control of the discussion group;

(3) The composition of, initial contact with, and general rules to be followed by a discussion group;

(4) The need for personal introductions and the functions of the discussion leader during the introductions;

(5) The importance of body language;

(6) The various types of questions and their use; and

(7) The purpose of summaries and the rules covering their use.

### 4. LEARNING OBJECTIVES

a. Upon completion of this period of instruction, and without the aid of references and notes, the student will be able to:

(1) Compare the discussion group method of training to the lecture method in terms of advantages and disadvantages;

(2) Discuss the tasks performed by a discussion leader in conducting a period of training using the discussion group method; and

(3) Explain two reasons for periodic summaries by the discussion leader.

b. Upon completion of this period of instruction, and with the aid of references and notes, the student will be prepared to lead a discussion group composed of Marines in leadership training.

TRANSITION. As you can see, we are going to cover a lot of very important material during this lecture. I suggest you take notes on your student outline as we go along. They will be helpful when you prepare to lead actual discussions.

#### BODY

1. THE DISCUSSION METHOD OF TRAINING can be defined as:

"A process of learning in which all the members of a group share their ideas, knowledge, and experience in order to arrive at educational objectives established by the guided discussion leader and/or to solve their collective and individual problems."

For our purposes, the guided discussion is preferred over the lecture method of instruction. It promotes individual, constructive, and creative thinking. It allows reflective thinking. It provides an opportunity for input from a number and variety of sources. It extends into the practical knowledge area. It appeals to the senses, and it encourages support for the organization and for the rules established for it.

Some of the limitations of the discussion method are (1) that it is a slow and expensive process; (2) that some participants will agree with a point just for the sake of agreement; and (3) that some people will have little interest in a discussion until they actually become involved. The first limitation is accepted because of the benefits derived from the discussion method. The second and third limitations are easily overcome by an effective discussion leader.

2. THE FUNCTIONS OF DISCUSSION LEADERS include the responsibility to lead rather than to command their groups. They must encourage all participants to contribute to the discussion. They must motivate the group to have leadership within itself. They provide guidance and some answers. They give purpose, direction, and control to a discussion group.

And speaking of control, keep some of the following suggestions in mind for controlling the group:

- a. Keep the discussion moving on the assigned track.
- b. Limit your direct participation to the minimum necessary to maintain a lively discussion.
- c. Listen to what is being said--both by individuals and as a group consensus.
- d. Watch the group for signs of incomprehension, boredom, or a desire to speak.
- e. Tactfully suggest an approach or procedure--even with the Marine who is sniping at you or the program; do not order.
- f. Gently restrain an argumentative Marine; do not scold.
- g. Persuasively encourage participation; do not drive.
- h. Ask for cooperation; do not manipulate.
- i. Do not threaten or dictate.
- j. Give your fellow Marines credit; reward and praise orally.
- k. Do not underestimate your fellow Marines.

3. BUT WHAT IS A TYPICAL DISCUSSION GROUP? How does the discussion leader handle the initial contact? And what about rules for conducting a discussion?

Well, first of all, discussion groups are usually composed of 15-20 Marines. This size has been found to be best because it allows for the presentation of many divergent views but is still small enough for control by the discussion leader and for active participation by all Marines in the group. A vertical rank, age, sex, ethnic group, and race mix is desirable. You will find that the members will seat themselves closest to their peers; that is, officers will generally sit together, SNCO's together, and so on. You should determine the exact seat for each participant. If possible, accomplish this with nameplates placed on the discussion table before the first meeting. Mix them up and make sure that you, the discussion leader, are seated so that you can observe each participant. But don't place yourself in a position where it appears that everyone must go "through" you in order to speak.

The initial contact you make with the discussion group is crucial. Be sure to make it clear that you are not exactly the teacher and that you have no "school" solutions for the issues to be discussed. You are the leader. Get the group talking early.

First, however, you must establish some rules.

a. A discussion group is a military training session where each rank is respected--no artificial role playing and no first names.

b. Because of the limited time for conducting leadership training, you must impress your members with the need to be prompt. Of course, you must also be on time to make sure that the classroom facilities are ready and all materials are on hand. Remember that you will have an instructor and S-3 to help in this area. Other helpful hints are contained in handouts that you have received. Check them over!

c. Encourage all participants to express their opinions freely and to talk to the other Marines in the group--not to the discussion leader.

d. Make sure participants listen to each other and that you listen as well.

e. Don't establish any unnecessary rules!

4. Now you are ready for the first element of the actual discussion.

I'm sure that you all remember the PERSONAL INTRODUCTIONS we made early in this course. Why did we spend so much time on them?

To begin with, the introductions are the first step in creating the rapport necessary for all Marines to participate freely and comfortably. Secondly, they provide a vehicle whereby everyone can "get acquainted." Also, the introductions are a major source of information for the discussion leader. He/she will be able to relate better to individual Marines because of a familiarity with their backgrounds, and he/she will be able to encourage participation from those with particular interests or preferences. Finally, the introductions encourage Marines to discuss those things they would normally keep to themselves because they now feel that someone will listen to them.

Your job during the introductions is a very important one. You must establish the climate and set the pace by your own introduction. And, of course, you must listen closely to each of the individual introductions which follow. Watch the group members for their reactions to statements. Always have a notebook at hand and use it. Construct a map of the group so that you will be able to call individual Marines by grade and name. Express interest in each introduction by revealing honest surprise or pleasure with some of the statements. Upon completion of the introductions, you should summarize with a transition to the issues and ideas about to be presented. These introductions set the tone for the discussions. Therefore, you must handle your part with professionalism.

5. I mentioned a moment ago that you must watch the Marines in the group for their reactions to statements. What I was actually telling

you was that you must watch THE GROUP'S "BODY LANGUAGE." Who can tell me what body language is? (Ask one or two members.) Very good! Body language is a movement or positioning of the body or face in such a manner as to communicate a feeling or thought. It is, in effect, a signal. For example, a raised hand is a signal that says, "I want to interrupt." We don't have to be experts on body language to understand what a person is trying to say, but we must train ourselves to be alert and recognize that attempts to communicate are taking place.

What are you really looking for in the group's body language? Well, you should be asking yourself: Are they receptive? Are they confused? Do they understand what is being read or said? Are the materials understandable; are we being redundant; is the group getting bored? Watch for these signals throughout the discussions. The group will tell you when things are moving along nicely or when there are problems.

Some suggestions appear in order.

a. First, actually look at individual Marines in the group. Study their expressions, and make them aware that you're doing it. Watch the position that each Marine takes. Is he/she surrounding the materials on the table, or is he/she pushed away from the table and asleep? Watch for side conversations.

b. Do something when you detect boredom, impatience, or anger in a Marine. When you read signs that don't look good, don't panic. Keep cool. Make up your mind concerning your course of action, and then take it. For example, if people are shaking or nodding their head, ask them to agree or disagree orally.

c. Remember that some of the ideas in the materials are inevitably controversial, so encourage differing views. Don't get overly concerned if concepts in the materials run into opposition. Encourage tactful disagreement, but never, ever allow profanity. Let's keep our discussions on a high military level.



6. One of the most useful and effective discussion leading techniques is THE POSING OF QUESTIONS. Questions can be used to open up discussion, to cause further consideration of an idea, to get an explanation, to guide the discussion back on track, or to summarize. They are also effective in getting a disinterested person involved in the discussion. Use them often, and learn to use a variety of them well.

a. A general question is usually directed at the entire group to stimulate responses from each Marine. EXAMPLE: Does anyone remember the fourteen traits of leadership?

b. A rhetorical question is used for effect, with no answer expected. EXAMPLE: Of course. How could there be leadership without followership?

c. The direct question is asked of a specific individual and requires a response from him/her. EXAMPLE: Sgt. Bailey, what's the difference between fair, equal, and preferential treatment?

d. A reverse question is used when a Marine asks the discussion leader a direct question. Remember that you are not an authority and that you use the reverse question to throw the ball back.\* FOR EXAMPLE, if a Marine asks you, "Okay, Captain Discussion Leader, how does the lack of a good education on the part of one Marine affect the relationship he/she has with more educated Marines?" your response might be: "That's a good question, Sergeant Major. How do you think it might affect on-the-job training?"

e. A relay question is similar to a reverse question except that you throw the ball to someone else in the group.\* FOR EXAMPLE, if you were asked how the lack of a good education on the part of one Marine might affect the relationship he/she has with more educated Marines, your response might be: "That's a good question, Sergeant Major. Perhaps Corporal Jones can tell us how the relationship might be affected. How about it Corporal Jones?" Do you get the picture? Throw it back to the group.

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\*There will be times when you must answer a direct question. Use your judgment to determine when it is necessary to do so to preserve your credibility.

Questions are to be used in this program according to the 5-step method used in regular techniques of military instruction: ask, pause, call, comment, repeat. Or, put another way, ask the question; pause to let the group consider it; look to see who might have an answer; call on that Marine; listen to the reply; give credit; or get another response.

7. The final technique we will be covering at this time is THE USE OF SUMMARIES. And we're not referring to summary courts-martial! The main purpose of summaries is to clarify conclusions that the group has made about a specific issue. They are also used to re-emphasize some difficult concept or theory that the group has been discussing. A summary can be used as a transition from one issue to the next. They should also be used prior to the group breaking for coffee or for the day. A short summary is your opportunity to pull the group back together, particularly if there has been disagreement on crucial issues.

Rules covering the use of summaries are relatively simple. They should be short and to the point. Use them to teach when you feel that the point may have been missed. Prepare them well. Don't oversummarize for the sake of time, and remember to build up your group by giving them credit as you summarize. Finally, use questions to make your summaries more interesting.

#### OPPORTUNITIES FOR QUESTIONS AND COMMENTS

TRANSITION. If there are no further questions or comments, I'll conclude with a brief summary of the points we covered.

#### SUMMARY

First, we began with an explanation of the discussion method of training and your functions in that training. Then we spent some time on the typical discussion group. We reviewed the need for individual introductions, as well as your responsibilities during the introductions. Next, we briefly discussed body language

and how important it is that discussion leaders be able to read it. Various types of questions and their use were introduced. Lastly, we addressed summaries and pointed out that they should be short and to the point.

Review the notes you've taken on your outline and study Annexes A-C which are attached to it. They will be helpful in preparing to lead discussions. Particularly note Annex C which details those factors which indicate an effective discussion leader.

H E A D I N G  
DISCUSSION LEADING  
Student Outline

LESSON PURPOSE: To introduce the student to the procedures used in planning and conducting group discussions.

STUDENT REFERENCES: USMC Leadership Discussion Leader Manual,  
NAVMC 2656A, Pages xvii-xx  
  
USMC Annual Leadership Training, NAVMC 2657,  
Administrative Instructions for Sections A  
and B  
  
Conference Leadership, Humble Oil and  
Refining Company, New York

LEARNING OBJECTIVES:

a. Upon completion of this period of instruction, and without the aid of references and notes, the student will be able to:

(1) Compare the discussion group method of training to the lecture method in terms of advantages and disadvantages;

(2) Discuss the tasks performed by a discussion leader in conducting a period of training using the discussion group method; and

(3) Explain two reasons for periodic summaries by the discussion leader.

b. Upon completion of this period of instruction, and with the aid of references and notes, the student will be able to lead a discussion group composed of Marines in leadership training.

STUDENT ASSIGNMENT:

a. The student will listen to a 30-minute lecture.

b. The student will review Annexes A, B, and C at his/her convenience.

c. There are no student preparation requirements for this training period.

OUTLINE (30-minute lecture)

I. INTRODUCTION

II. PURPOSE AND MAIN IDEAS

III. LEARNING OBJECTIVES

IV. BODY

A. The Discussion Method of Training

1. Definition

2. Advantages over the Lecture Method

3. Limitations

B. Functions of Discussion Leaders

1 Responsibility

2. Control

- a. Keep Moving
- b. Limit Your Participation
- c. Listen
- d. Watch
- e. Be Tactful
- f. Do Not Scold
- g. Encourage
- h. Ask for Cooperation
- i. Do Not Dictate
- j. Reward
- k. Do Not Underestimate Participants

C. Discussion Group

- 1. Composition
- 2. Initial Contact
- 3. Rules for the Discussion
  - a. Military Training Session

- b. Need To Be Prompt
- c. Express Opinions Freely
- d. Listen to Each Other
- e. No Unnecessary Rules

D. Personal Introductions

- 1. Necessity
- 2. Discussion Leader Function

E. Body Language

- 1. What Is Body Language?
- 2. What To Look for
- 3. Suggestions
  - a. Look at Individuals
  - b. Do Something
  - c. Encourage Differing Views



## F. Questions

### 1. Use of Questions

### 2. Types of Questions

a. General

b. Rhetorical

c. Direct

d. Reverse

e. Relay

## G. Summaries

### 1. Purpose

### 2. Rules

## V. OPPORTUNITIES FOR QUESTIONS AND COMMENTS

## VI. SUMMARY

Annex A  
DISCUSSION LEADING  
The Discussion Group

First Meeting

a. Initial contact is crucial.

(1) Set the tone with a tactful but straightforward personal introduction.

(2) Make it clear that you are not exactly the teacher; you are the leader.

(3) Emphasize that it is the group's responsibility to participate.

(4) Cover the rules needed to have a good discussion, but don't start by issuing commands.

(5) Get the Marines to talk to each other early in the discussion.

(6) Don't do all the talking yourself.

b. Discussion is not always favored by everyone.

(1) Some think the issues/group discussions are too extreme or too permissive.

(2) Study your group. (Where are my friends?)

(3) You will perceive hostility. ("What can he/she teach me about leadership?")

(4) Do not respond to snipers or baiters with some of their own tactics. Let the group do the work on them.

c. Set the climate for freedom of discussion.

(1) The materials try to.

(2) Do you?

d. Establish certain rules for discussion.

- (1) Use grades, no first names.
- (2) Let the group know your objectives and that you may cut discussion short at times in order to accomplish them.
- (3) Encourage the group members to express their opinions freely.
- (4) Have Marines talk to the group, not to you.
- (5) Make no unnecessary rules.
- (6) Insure that participants listen to each other.
- (7) Create rapport! Make the group members want to listen to each other.
- (8) Listen yourself.
- (9) Be tactful with every single person, including snipers and baiters.
- (10) Discourage highly emotional discussions.
- (11) Do not let the discussion degenerate into a rap session.

## Annex B

### DISCUSSION LEADING

#### Questions

#### 1. Introduction

Two of the greatest weaknesses of discussion leaders are the inability to ask questions and, above all, the inability to respond properly when questions are asked.

It would be easier to train discussion leaders if all we had to teach were the steps used in the question-asking procedure set forth in the Techniques of Military Instruction: Ask-Pause-Select-etc. However, we must go deeper than that. We have to know how to ask questions that will cause discussion, provoke thought, and motivate people into action.

Why do we use questions?

- a. They elicit opinions, which are the "meat of discussions."
- b. They teach better than statements do.
- c. They help reach training goals.
- d. They generally provide a means for directing and stimulating the discussion.

#### 2. Function

- a. Lead Off - opens discussion
- b. Follow up
  - (1) To consider an idea further
  - (2) To get an explanation
  - (3) To guide discussion back on track
  - (4) Often to include a non-interested person
- c. Summarize

### 3. Characteristics

#### a. General

- (1) Directed at the entire group to stimulate response from each Marine
- (2) Usually a "lead-off" question
- (3) One type of general question is a "rhetorical" question
  - (a) Spurs thought
  - (b) Answer is given or implied
  - (c) Used more in lecturing, in getting attention before the point
- (4) General questions can be used for the follow-up purpose; no answers are required

#### b. Direct

Requires response from an individual

#### c. Reverse

- (1) Respond to a student's question by asking him/her a question
- (2) To indicate you are not the authority regarding matters of opinion

#### d. Relay

- (1) Respond to a student's question by asking the group a question
- (2) To indicate you are not the authority regarding matters of opinion

### 4. Use of Questions

#### a. How to ask

- (1) Same five steps as TMI
  - Ask, Pause, Call, Comment, Repeat

(2) Ask, Pause, Look, Call, Listen, Give credit or Get another comment.

(3)  $S+R+R=M$  (Formula)

Stimulus plus response plus reinforcement equals motivation.

b. Suggested uses for questions

(1) To open discussion

"What do you think we should talk about?"

(2) To stimulate interest

(3) To provoke thinking

(4) To accumulate data

(5) To avoid side conversations

(6) To determine knowledge, comprehension, recall

(7) To change subject

"Should we consider this?"

"Should we go to the next area?"

(8) To conclude; to summarize

"Is that all there is?"

"What did we talk about?"

(9) To limit; to channel

(10) To arrive at educational objectives

## 5. Summary

The importance of questions cannot be overstressed. Questions are what make the discussions lively and interesting. Asking questions is not as simple as it may seem. The following guide will help you remember to get as much out of questions as you can. USE IT.

- a. USE QUESTIONS as a means of getting your discussion started.
- b. USE QUESTIONS as a means of continuing discussion once it starts.
- c. USE QUESTIONS as a means of keeping the discussion on the right track.
- d. USE QUESTIONS as a means of getting full participation in the discussion.
- e. USE QUESTIONS as a means of keeping the discussion a discussion.
- f. USE QUESTIONS as a means of summarizing the discussion.

Annex C  
DISCUSSION LEADING  
Evaluation Sheet

Discussion Leader: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluated By: \_\_\_\_\_

Introduction

- a. Introduction of leadership training was  
\_\_\_\_\_ poor \_\_\_\_\_ adequate \_\_\_\_\_ good
- b. Rapport established with group members was  
\_\_\_\_\_ poor \_\_\_\_\_ adequate \_\_\_\_\_ good

The Discussion Leader

- a. Appeared to be  
\_\_\_\_\_ nervous \_\_\_\_\_ calm \_\_\_\_\_ self-confident
- b. Used notes and materials  
\_\_\_\_\_ ineffectively \_\_\_\_\_ competently \_\_\_\_\_ very effectively
- c. Knowledge of discussion topics was  
\_\_\_\_\_ inadequate \_\_\_\_\_ adequate \_\_\_\_\_ more than adequate
- d. Interjected own opinions  
\_\_\_\_\_ too much \_\_\_\_\_ appropriately \_\_\_\_\_ not enough
- e. Projected  
\_\_\_\_\_ boredom \_\_\_\_\_ indifference \_\_\_\_\_ enthusiasm



- f. Vocabulary was  
\_\_\_\_\_ too elementary \_\_\_\_\_ appropriate \_\_\_\_\_ too difficult
- g. Could be heard  
\_\_\_\_\_ with difficulty \_\_\_\_\_ most of \_\_\_\_\_ very well  
the time
- h. Voice modulation was  
\_\_\_\_\_ poor \_\_\_\_\_ adequate \_\_\_\_\_ good
- i. Handled individuals  
\_\_\_\_\_ rudely \_\_\_\_\_ appropriately \_\_\_\_\_ very tactfully
- j. Grasped and developed pertinent points  
\_\_\_\_\_ insufficiently \_\_\_\_\_ adequately \_\_\_\_\_ quickly and  
thoroughly
- k. Asked questions that were  
\_\_\_\_\_ ambivalent or \_\_\_\_\_ adequate \_\_\_\_\_ pertinent and  
irrelevant concise
- l. Summarized before and after breaks  
\_\_\_\_\_ inadequately \_\_\_\_\_ adequately \_\_\_\_\_ very well
- m. After an extended discussion, resolution of a disagreement,  
or making of a major point, summarized  
\_\_\_\_\_ inadequately \_\_\_\_\_ adequately \_\_\_\_\_ very well
- n. At the end of the session, summarized materials covered  
and set the stage for the next session  
\_\_\_\_\_ inadequately \_\_\_\_\_ adequately \_\_\_\_\_ very well

## The Discussion

- a. Contributions to the discussion were made by  
\_\_\_\_\_ only a few \_\_\_\_\_ most Marines \_\_\_\_\_ everyone
- b. Interest was  
\_\_\_\_\_ very low \_\_\_\_\_ adequate \_\_\_\_\_ very high

- c. Discussion was  
\_\_\_\_\_ dull \_\_\_\_\_ average \_\_\_\_\_ lively
- d. Private discussions or lack of attention were  
\_\_\_\_\_ frequent \_\_\_\_\_ kept to a minimum \_\_\_\_\_ not apparent
- e. Wrangling over words was  
\_\_\_\_\_ frequent \_\_\_\_\_ kept to a minimum \_\_\_\_\_ very infrequent
- f. Discussion of sensitive topics was  
\_\_\_\_\_ allowed to get \_\_\_\_\_ adequately \_\_\_\_\_ well controlled  
out of hand controlled
- g. Participants' responses appeared to  
\_\_\_\_\_ be superficial \_\_\_\_\_ indicate \_\_\_\_\_ reflect much  
interest thought
- h. Questions and issues were  
\_\_\_\_\_ left unresolved \_\_\_\_\_ clarified \_\_\_\_\_ resolved when  
possible
- i. Time allotted to various phases of a particular topic was  
\_\_\_\_\_ poorly distributed \_\_\_\_\_adequate \_\_\_\_\_ well distributed
- j. Transition to new material was  
\_\_\_\_\_ lacking \_\_\_\_\_ awkward \_\_\_\_\_ smooth
- k. Amount of material covered in class time allotted was  
\_\_\_\_\_ insufficient \_\_\_\_\_ overwhelming \_\_\_\_\_ appropriate
- l. Local issues and current events were injected into the  
discussions  
\_\_\_\_\_ seldom \_\_\_\_\_ occasionally \_\_\_\_\_ frequently
- m. When local issues and current events were injected,  
discussion was  
\_\_\_\_\_ unsatisfactory \_\_\_\_\_ adequate \_\_\_\_\_ meaningful

n. The discussion/discussion leader, in general, were:

\_\_\_\_\_ unsatisfactory \_\_\_\_\_ poor \_\_\_\_\_ average  
\_\_\_\_\_ good \_\_\_\_\_ excellent

o. Comments:

## STUDENT-LED DISCUSSIONS

Subcourse 0304

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## STUDENT-LED DISCUSSIONS

### Instructor Notes

These materials are to be presented subsequent to "Discussion Leading," Subcourse 0303, so that the officers and staff noncommissioned officers may prepare themselves to lead group discussions. Instructors are encouraged to supplement these materials as desired.

At the appropriate time during your 5-minute lecture (see detailed outline attached), assign one or more of the topics in these notes to each student. The amount of time during which each student is to be the discussion leader will determine the number of topics assigned. For example, if two hours have been allotted for each student, then two topics could be assigned. You might wish to assign one topic, with the second to be selected by the student, based upon information gathered in response to the interviews conducted during "Information Gathering," Subcourse 0307. This mechanism will assist discussion leaders in learning how to inject local issues into their discussions.

The topics in these instructor notes are followed by page numbers in parentheses which indicate the point in NAVMC 2656A where each topic is first introduced. Use these page numbers as a guide to ensure that assigned topics are spread throughout the manuals.

Each student should be evaluated by two fellow students and the instructor. Use the evaluation sheet in Annex C to "Discussion Leading," Subcourse 0303, as a basis for the evaluation. The completed sheets should be given to the student being evaluated.

It is not intended that exactly ten minutes be used for the lecture and exactly thirty minutes for the group discussions. What is intended is that each student present the concepts and ideas on a specific topic in a meaningful and orderly way and that he/she

conduct an effective discussion which will give group members the opportunity to express their views on the subject. It is suggested that fifty minutes be allotted for each lecture, discussion, and evaluation.

## Topics for Student-Led Discussions

	<u>Page</u>
1. Illustration of universal values	i
2. The relationship between a leader's personal philosophy ("Know yourself") and his/her style of leadership	viii
3. The contemporary challenge to military leadership of concern for <u>self</u> versus concern for duty	ix
4. The Cross-Group Conflict Resolution Guide and the Flow Chart	xi
5. Discussion leading guidelines and techniques	xvii
6. How and why human relations problems are a challenge to Marine leadership	1-3
7. Analysis of the Iceberg Chart of Human Conflicts	1-4
8. Why some Americans may feel left out or alienated in our society and how that problem can be corrected within the Corps	1-6
9. Various views of human nature	1-9
10. The military person as a defender of life	1-14
11. The four weapons of a defender of life	1-15
12. Analysis of the orientation	2-1
13. The relationship between the ideological package of the United States and the USMC leadership program	2-11
14. The Turkish hunting story and its importance in order to teach the concept of human equality	2-13

	<u>Page</u>
15. The leopard/baboon story (or its substitute) and its importance in suggesting the existence of natural, unselfish human values	2-16(b)
16. The relationship between high morale and good esprit de corps and how the two can be enhanced through the application of the human relations principles taught in leadership training	3-4
17. Analysis of Paragraph 5390, Marine Corps Manual and those of its elements reflected in current leadership training	3-4
18. How the Corps can prepare Marines mentally, physically, and morally to be better Marines while in the Corps and better persons when they return to civilian society	3-11
19. How the traits and principles of leadership can be used by Marines to solve contemporary problems	3-12
20. Analysis and elaboration of USMC's definition of individual action	3-17
21. Analysis of The Big Picture of USMC Leadership	3-19(a)
22. The Dual-Life-Value Theory and its relationship to the USMC philosophy of duty and discipline	4-13
23. A comparison of the diagram of our human nature (Page 4-21) and the diagram of our emotional nature (Page 4-30)	4-21/4-30
24. The role of reason in the dual-life value	4-22
25. The role of love and violence in human affairs	4-34 & 35
26. Equality and basic human dignity	4-46
27. Explanation of the chart of the Maximum Mental and Physical Well-Being of Self and Species	4-57
28. The tree illustration of the ideal political-economic system and the adaptations necessary under various conditions	5-6



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29. The relationship between the drawing of human nature and that of the ideal government	5-6/4-21
30. The democratic or dictatorial nature of the USMC in terms of the illustration of the ideal government	5-18

## STUDENT-LED DISCUSSIONS

### Detailed Outline

#### INTRODUCTION

1. GAIN ATTENTION. You are now going to begin the student-led discussion phase of your training. This is the practice that will assist in rounding out the course for you. All the training that you have received to this point has been designed to give you the knowledge and/or background information needed to be effective discussion leaders.
2. MOTIVATE. During this period of instruction, each of you will be given the opportunity to lead the group in guided discussions.
3. PURPOSE AND MAIN IDEAS
  - a. Purpose. The purpose of this period of instruction is to provide an opportunity for each of you to practice leading a guided group discussion.
  - b. Main Ideas. During this brief lecture, I will address two topics:
    - (1) The procedures that we will use during the student-led discussions; and
    - (2) The specific assignments that have been selected for each of you to cover.
4. LEARNING OBJECTIVES. Upon completion of this period of instruction, and with the aid of references and notes, the student will be able to:
  - a. Develop and present a 10-minute lecture;
  - b. Develop and use a minimum of one training aid; and
  - c. Conduct an effective guided group discussion.

## BODY

### 1. PROCEDURES TO BE USED

As a discussion leader, you will use three primary teaching methods for the conduct of leadership training--the presentation of lectures, the guidance of group discussions, and the conduct of problem-solving seminars for groups of four or five Marines. The first two will be practiced during this subcourse.

This morning (afternoon) I am going to assign each of you one of the major topics covered in NAVMC 2656A. You are to prepare yourself to deliver a 10-minute lecture on the topic, using at least one training aid, and to guide the rest of the group in a 30-minute discussion of the concepts you present. Both the lecture and guided discussion will be called for during the student-led discussion periods indicated on the training schedule.

### 2. SPECIFIC ASSIGNMENTS

(NOTE: Assign each Marine specific areas to cover.)

## OPPORTUNITIES FOR QUESTIONS AND COMMENTS

## SUMMARY

"Student-Led Discussions" is one of the major subcourses we teach. It will tell us how well we have prepared you for leading guided group discussions. It will tell you what to expect when you face your troops in actual discussion groups.

## H E A D I N G

### STUDENT-LED DISCUSSIONS

#### Student Outline

LESSON PURPOSE: To provide the student with an opportunity to practice leading a guided group discussion.

STUDENT REFERENCES: USMC Leadership Discussion Leader Manual,  
NAVMC 2656A

USMC Annual Leadership Training, NAVMC 2657

Marine Corps Manual, Paragraph 5390

Marine Corps Order 5390.2A

"Discussion Leading," Subcourse 0303

LEARNING OBJECTIVES: Upon completion of this period of instruction, and with the aid of references and notes, the student will be able to:

- a. Develop and present a 10-minute lecture;
- b. Develop and use a minimum of one training aid; and
- c. Conduct an effective guided group discussion.

#### STUDENT ASSIGNMENT:

- a. The student will listen to a five-minute lecture.
- b. The student will develop and present a ten-minute lecture, using a minimum of one training aid, and conduct a thirty-minute guided group discussion on the concepts and ideas presented.
- c. The student should review the student references prior to this period of instruction.

ORAL/WRITTEN REPORTS

Subcourse 0305

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## ORAL/WRITTEN REPORTS

### Instructor Notes

These materials are to be presented during discussion leader training so that the officers and staff noncommissioned officers may increase their knowledge on a variety of leadership topics and be able to present, orally and in writing, persuasive arguments on, or explanations of, these topics.

Students should be given the opportunity to select a topic from the list contained in these notes or one which both student and instructor feel is meaningful. Instructors are encouraged to supplement the topics as desired.

Note the various degrees of preparation required by the topics on the list. Some require library work; some involve access to command files and publications; and others require only the materials used in the discussion leader training. Make sure the student selects a realistic topic, based upon the availability in or near your command of the necessary reference materials and his/her abilities. Ensure that the assignments are as equitable as possible in terms of the amount of preparation required. Remember that a Marine with a master's degree, for example, is likely to be able to complete a report on a difficult topic in approximately the same amount of time it would take a high school graduate to address a much simpler subject. The same topic may be selected by more than one Marine, if desired; but each is to prepare his/her own report individually.

Throughout the training schedule, time should be allotted for oral presentation of reports. When selecting a Marine to make a presentation, choose one whose topic bears upon the material recently covered in the training, if possible. (The information in parentheses following each topic indicates the place in the educational materials from which it was taken.) The student's

written report should be collected after he/she has made the oral presentation.

Specific instructions for the preparation of reports will vary with each command; therefore, none can be given in these notes. However, it is suggested that the selection of topics be made early in the course in order to provide sufficient time for report preparation. If command resources permit, all written reports may be reproduced and supplied each student as resource documents.

Part One consists of a student outline which should be passed out in sufficient time to be read before selection of topics.

## Topics for Oral/Written Reports

### Page

1. Locate the source for Theodore Roosevelt's statement that "We have duties to others, and duties to ourselves; and we can shirk neither." Prepare a report which puts the quote into the perspective of the larger work. i, ix
2. Read the newspaper every night during this training. Clip any articles involving leadership--military or civilian, good or bad. Keep them in a notebook with a one- or two-sentence description, e.g., "Leadership by example," or "Failed to exercise good judgment." v
3. Prepare a report on the psychological view that people communicate their feelings and attitudes mostly by their facial expressions, a good deal by their tone of voice, and relatively little by the words they use. (See Psychology Today for September 1968.) vi, vii
4. Using Handbook of Leadership by Ralph M. Stogdill (New York: The Free Press, 1974), prepare a profile of a good leader. Particularly emphasize and give examples of a good leader's ability to organize, communicate ideas and beliefs, reconcile conflicts, and utilize a sense of humor when appropriate. vii
5. Research and discuss the view that human beings are, by nature, selfish and aggressive. Cite references used. viii, 1-9  
3-15, 4-3



	<u>Page</u>
6. Research and discuss the view that human beings are, by nature, social and cooperative. Cite references used.	viii, 1-9, 3-15, 4-3
7. Research and discuss the view that human beings are, by nature, like putty or a blank page, with no psychological tendencies at all. Cite references used.	viii, 1-9, 3-15, 4-3
8. Research and discuss the view that there is no truth in human affairs and that, since each person's truth comes only out of his or her own emotions, we have no responsibilities to others. Cite references used.	viii, 1-9, 3-15, 4-3
9. Identify a difference in the behavior, attitude, or belief of a male Marine versus a female Marine, a black Marine versus a white Marine, <u>and</u> an officer versus an enlisted Marine. Prepare a report showing your application of each step of the Cross-Cultural Adjustment Guide in a consideration of the differences.	xi
10. <u>Review Sociobiology: The New Synthesis</u> by Edward O. Wilson (The Belknap Press of Harvard University Press, Cambridge, Massachusetts, 1975). Prepare a report citing evidence you find in support of the dual-life-value theory.	xvii, 2-16
11. Select one of the Marines in the group (a) who is in a different age, sex, race, rank, or ethnic group than you are and (b) whose individual introduction you found to be especially interesting. Interview that person and prepare a report citing at	

	<u>Page</u>
least three things you have in common and at least three things on which you differ.	1-2
12. Select one area in which social change is evident in America, e.g., drug use, the changing role of women, and the youth culture. Discuss its impact upon the Marine Corps and ways through which leadership training can optimize its effect.	1-3
13. Read the newspaper every night during this training. Clip any articles involving human relations. Keep them in a notebook, categorized according to the subject matter, e.g., "racial identity efforts," "women's equality movement," and "youthful runaways."	1-3
14. Prepare a report comparing Marine enlistment statistics today with those forty years ago. Include information on the percentage of females and various minorities, the average educational level, and the average age, if available. Discuss how these changing statistics indicate new leadership problems for the Corps.	1-6
15. Develop a plan for getting to "know your troops" without transgressing the rule against fraternization between grades.	1-6, 3-9, 5-22
16. Read the Declaration of Independence. Analyze and elaborate upon its second paragraph in terms of the basic values philosophy and the concept of the Marine as a defender of life.	2-11

	<u>Page</u>
17. Read the preamble to the Constitution. Analyze and elaborate upon it in terms of the basic values philosophy and the concept of the Marine as a defender of life.	2-11
18. Prepare a report comparing the view of human nature proposed by the dual-life-value theory with the view proposed by Robert Ardrey in <u>African Genesis</u> .	2-16(a), 4-3
19. Briefly describe a historic Marine Corps battle in which the importance of mission accomplishment necessarily dictated severe casualties. Briefly describe another Marine Corps battle in which the welfare of the troops was considered far more than could have been expected under the circumstances. Discuss how each was evidence of life protection.	3-3
20. Consider the four signs or indicators by which we can see if we are providing good leadership for those under us. Prepare a report suggesting ways that each of those indicators might be evaluated in preparing a Marine's fitness report.	3-4
21. Select a famous Marine leader of the past, e.g., Chesty Puller. Prepare a report citing examples of the fact that he/she possessed a high degree of (a) intellect, (b) human understanding, and (c) moral character.	3-4

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22. Read Paragraph 5390 of the Marine Corps Manual. Prepare a report documenting whether the values approach to solving leadership problems is in harmony with the philosophy of that paragraph.	3-4
23. Select one of the fourteen leadership traits. Interview a fellow Marine whom you feel especially exhibits that particular trait. Prepare a report citing (a) examples which caused you to select him/her and (b) how he/she developed that trait.	3-6
24. Consider the leadership principle: Know yourself. Prepare a list of questions a Marine should ask him/herself in order to become a better leader, e.g., to avoid discriminating unfairly against others and to overcome technical deficiencies.	3-9
25. Select a leadership problem. Assume it is a problem at this command. Prepare a written report with a recommendation for its solution. Specifically address the three steps of the military problem-solving procedure.	3-13
26. Select a leadership problem. Assume it is a problem at this command. Prepare a written report with a recommendation for its solution. Specifically address (a) the components of traditional leadership, (b) the nature of human beings, and (c) the key facts of the particular situation.	3-18
27. Prepare a report comparing the view of human nature proposed by the dual-life-value theory with the view proposed by M.F. Ashley-Montagu in <u>On Being Human</u> .	4-3

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28. Prepare a report comparing the view of human nature proposed by the dual-life-value theory with the views of B.F. Skinner in "Utopia: Panacea or Path to Hell" (See <u>Time</u> , 20 September 1971.)	4-3
29. Prepare a report comparing the view of human nature proposed by the dual-life-value theory with the view proposed by Ayn Rand in <u>The Virtue of Selfishness</u> .	4-3
30. <u>Using Motivation and Personality</u> by A.H. Maslow (Harper and Row, New York, 1954) or other references, prepare a report on Maslow's hierarchy of needs. Discuss its relationship to the dual-life-value theory.	4-18
31. Review recent investigations into the role that chemical imbalances in the body and/or malfunctions of certain areas of the brain may play in aggressive, violent behavior. Relate the possibility of that cause-and-effect relationship to the view that human beings are, <u>by nature</u> , defenders of life.	4-31
32. Review <u>The Changing Values on Campus</u> by Daniel Yankelovich (Pocket Books, Simon and Schuster, Inc., New York, 1972) or other references of your choice. Prepare a report on the views of young people toward the military and toward the use of force and violence.	4-35

33. Review The Hunters by Elman R. Service (Prentice-Hall, Foundations of Modern Anthropology Series, 1968). Describe the structure of leadership in basic hunting societies and its relationship to our democratic form of government. 4-45
34. Review Political Ideology by Robert E. Lane (New York: The Free Press of Glencoe, 1962). Discuss the concept of human equality or basic human dignity found there. 4-51
35. Research and discuss at least one of the organized efforts on the part of U.S. minorities for equal respect and treatment, prior to the civil rights movements of the 1960's. 4-53
36. Refer to the definitions of democracy, dictatorship, communism, and socialism on Page 5-3 of NAVMC 2656A. For each concept, cite one country which, in the past, has fulfilled the definition. Cite both political and economic evidence for each country selected. 5-3
37. Prepare a report on the right of black men to vote in the United States. Include the number of the Constitutional amendment giving them that right, the year the amendment was proposed, the year it was ratified, and those states which rejected the amendment. Include the same information in a report on the right of U.S. women to vote. 5-8

38. Read Memed, My Hawk by Yashar Kemal (London: Collins and Harrill, 1958). Discuss the comparison of dictatorship versus democracy found there. 5-8(b)
39. Prepare a report on President Truman's dismissal of General Douglas MacArthur during the Korean War. 5-9
40. Consider the importance of the protection a government provides for minority views in the society. Compare the United States with a dictatorial government in terms of what happens to minority racial, religious, or political groups that protest their status. Cite specific examples. 5-17
41. Prepare a report tracing CMC's publications to the field on the value of the human relations/ leadership program from 1970 to the present. A-2-1
42. Discuss the various ways in which the traditional qualities, traits, and principles of leadership might be adjusted (expanded, modified, or eliminated) to accommodate modern leadership problems. Relate each recommended adjustment to the solution of a specific leadership problem. A-6-17
43. Devise an individual action program which could be introduced to alleviate an actual group conflict within this command. Be specific in describing evidence of the conflict and ways your action program might help ease the conflict. A-6-19

44. Devise an individual action program which could be introduced to help develop a higher sense of self-worth on the part of Marines within this command through increased involvement in the community. In addition to citing benefits to the community, address the personal areas in which the Marine would derive the most satisfaction. A-6-20
45. Describe the ethical concepts behind at least one of the martial arts. Relate that philosophy to the concept of Marines as defenders of life. A-6-23
46. Briefly review the emphasis of the ancient Greeks upon the relationship between a strong body and a sound mind. Discuss the importance of that relationship to accomplishment of the Marine Corps' mission. A-6-24
47. Discuss the SNCO and NCO "father-to-son" relationship as a special facet of values training, both within and outside the leadership program. Suggest ways to prepare SNCO's and NCO's to assume their full responsibility in that training. A-6-28
48. Develop a checklist that could be used by Marines to determine the level of their mental, physical, and ethical development. Discuss methods of implementing the checklist as a motivational tool for further development. A-6-30



49. Determine which base activities, e.g., special services, rod and gun club, and physical fitness center, provide services which can be used to support the leadership Program. Prepare a report citing the type of support which can be furnished and the ways it could be used. A-8-1
50. Review appropriate command directives with a view toward identifying discrimination based on such factors as race, age, rank, and/or sex. Prepare a report citing such discrimination and recommending appropriate changes. A-8-2
51. Determine the extent of theft in the barracks, and prepare recommendations designed to reduce the problem. Investigate the possible institutional as well as personal factors contributing to the situation. A-8-3
52. Identify the various forms of intimidation between Marines at this command and determine the likely reasons for the behavior. Recommend solutions which address those underlying causes. A-8-3
53. Prepare a report on a historical combat mission that involved Navy/Marine cooperation. Emphasize the ways in which that cooperation contributed to the accomplishment of the mission and the welfare of the troops. B-6-2
54. Develop a set of rules or exercises which can be undertaken by Marines in order to improve their leadership traits, e.g.,

- knowledge: read U.S. News and World Report each week. List at least two rules or exercises for each of the fourteen traits. Whenever possible, relate the rules and exercises to interactions with people across barriers of race, grade, sex, or age. (Refer to FM 22-100 for a full explanation of each trait.) B-7-1
55. Investigate the types of rewards and recognition given Marines for outstanding performance in various areas. Develop a plan for appropriate recognition of exceptional achievement in various aspects of the leadership program. B-7-27
56. Prepare a report outlining the changes of the last two years in the availability of MOS's for women in the Marine Corps. B-8-2
57. Through your instructor, contact Marines at this command who are officially involved in the administration of the individual action program in the civilian community. Prepare a report on organizations and agencies desiring assistance, the resources available for use by Marines, and the procedures established for fulfilling individual action missions. (throughout materials)

58. During the period of this training, pay special attention to forms of address among Marines. Keep a record of the circumstances under which women Marines are called by their first names, or as Miss Jones, when a male Marine would have been called Sergeant Jones. See if there is a pattern as to the type of person or situation usually involved in this behavior.

H E A D I N G  
ORAL/WRITTEN REPORTS

Student Outline

LESSON PURPOSE: To provide the student with the opportunity to gain in-depth knowledge about a variety of subjects contained in the educational materials used in the leadership program.

STUDENT REFERENCES: USMC Leadership Discussion Leader Manual,  
NAVMC 2656A  
  
USMC Annual Leadership Training, NAVMC 2657  
  
Other references considered appropriate by  
the student

LEARNING OBJECTIVES: Upon completion of this period of instruction, and with the aid of references and notes, the student will present, orally and in writing, facts and examples which, placed together in a logical sequence, present a persuasive argument on, or explanation of, a topic contained in the educational materials used in the leadership program.

STUDENT ASSIGNMENT:

- a. The student will listen to instructions presented by the instructor.
- b. The student will select one topic on which to prepare an oral/written report.
- c. The student will develop a report.
- d. The student will present an oral report when called upon.
- e. The student will submit a written report to the instructor.

## VOCABULARY INSIGHTS

Subcourse 0306

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## VOCABULARY INSIGHTS

### Instructor Notes

These materials should be presented during the discussion leaders' course to emphasize the high vocabulary level used in the leadership materials and to make the officers and staff non-commissioned officers aware of the difficult words used by some discussion leaders. Instructors are encouraged to supplement these materials as desired. Be aware that these vocabulary "problems" can present themselves in at least four ways:

- a. Troops may not understand the words;
- b. Discussion leaders may not understand the words--even those they use in their own conversations;
- c. Discussion leaders may understand the words themselves but be unable to translate them for the troops; and/or
- d. Words may have a specific definition when used in leadership training, e.g., "reason" (see Page 4-23 NAVMC 2656B).

It is suggested that instructors present this exercise by paraphrasing and expanding upon the following paragraphs:

"Because CMC has directed that discussion leaders in the leadership program will be officers and SNCO's, the educational materials have been written at a vocabulary level high enough to interest and stimulate these Marines. However, two related problems have arisen as a result:

- a. The text in capital letters, which also appears in the materials used by trainees, is at the same high language level. Many Marines in your discussion groups will find the manual far too difficult to understand as it is written.

b. Because officers and SNCO's are comfortable with a more difficult vocabulary in conversations with their peers, many give little thought to the fact that their troops do not understand the same words. Nor do they realize that a person may understand a word perfectly him/herself but not be able to 'translate' it into simpler terms.

"This lesson is designed to help solve both problems. It is an attempt to make you aware of the language level in the materials, to demonstrate your ability or inability to 'translate' words for your Marines, and to emphasize the importance of being able to do so.

"The concepts in the materials will require a good deal of thought on the part of your trainees even if they understand everything you say. Do not make it more difficult by letting them get hung up on the meaning of words. As you prepare for each day's discussion, pay special attention to those words in the text which may prove difficult for some Marines in the group. Have a simpler word ready for those who may ask, 'What does that mean?' Watch facial expressions and body language for clues that someone is having trouble understanding you. (Remember that a frown does not necessarily mean disagreement--it may signal confusion or lack of understanding.) Whenever possible, paraphrase the materials into simpler language when you originally present them."

Extract some words from the list provided with these notes (or from other sources) and distribute them to the group, each Marine to have approximately ten words. THEIR TASK IS TO "TRANSLATE" THEIR ASSIGNED WORDS INTO TERMS THAT MOST TROOPS COULD EASILY UNDERSTAND. The amount of time spent on this exercise depends upon how soon the instructor determines that the group has perceived the problem and appears to be able to handle it. Sample translations are contained in these notes. However, there are no school solutions to the exercise.

Part One is a student outline containing the lesson purpose, student references, learning objectives, and student assignment.



### Sample Words

1. ABANDON	25. BENEFICIAL	49. EMPHASIZE
2. ABSURD	26. BIGOTRY	50. ENDURANCE
3. ACKNOWLEDGED	27. BIOLOGICAL	51. ENSURE
4. ACTIVATE	28. CATEGORY	52. ENTHUSIASM
5. ADEQUATE	29. CHAOS	53. EQUALITY CONCEPT
6. AGGRAVATE	30. CHARACTERISTIC	54. ESPRIT DE CORPS
7. AKIN TO	31. CHERISH	55. ETHICS
8. ALIENATE	32. CITE	56. ETHOLOGY
9. ALLEGED	33. CLARIFY	57. FACILITATE
10. ALTERNATIVE	34. COLLECTIVELY	58. FAMINE
11. ALTRUISTIC	35. CONTEMPORARY	59. FELT VALUE OF EACH HUMAN LIFE
12. AMELIORATE	36. COURAGE	60. FLAW
13. ANALYZE	37. CRUCIAL	61. FOREIGN NATIONALS
14. ANECDOTAL	38. CYNICAL	62. FORMULA
15. ARTICULATE	39. DECISIVENESS	63. FORTUNATE
16. AWARENESS	40. DEPENDABILITY	64. FOSTER
17. BACKLASH	41. DETECT	65. FOUNDATION
18. BAD	42. DICTATORIAL FORCE	66. FREEDOM
19. BAFFLE	43. DISASSOCIATED	67. FREE ENTERPRISE SYSTEM
20. BASIC HUMAN DIGNITY	44. DISTORTED	68. GENESIS
21. BASIC VALUES	45. DUPED	69. GENETICS
22. BEARING	46. DYNAMIC	70. GENOCIDAL
23. BEFALL	47. EFFECTED	71. GHETTO
24. BEHAVIOR	48. EMPATHY	

72. GOOD	98. LIFE VALUE	124. PUBLIC ASSISTANCE
73. GOVERNMENT	99. LOYALTY	125. QUESTIONABLE
74. GRAPHIC	100. MAJORITY	126. QUOTATION
75. GRIM	101. MAXIMIZE	127. REASON
76. GROSS	102. METHODOLOGY	128. REBUT
77. HABITUATE	103. MINORITY	129. REFINED
78. HARMONY	104. MORAL	130. REJUVENATE
79. HIERARCHY	105. MORALE	131. REMEDY
80. HOSTILE	106. MYTH	132. RIDICULE
81. HUMANITARIAN	107. NEGLECT	133. SACRIFICE
82. HUMAN-LIFE VALUE	108. NOTION	134. SOBRIETY
83. HYPOCRITICAL	109. NOURISHMENT	135. SPECULATE
84. IDEAL DEMOCRACY	110. NUANCES	136. STRIVE
85. INDIVIDUAL ACTIONS	111. OBLIGATION	137. SUPERFICIAL
86. INITIATIVE	112. OFFEND	138. TACT
87. INSTINCT	113. OPPOSING	139. TECHNIQUE
88. INTEGRITY	114. ORALLY	140. TERMINOLOGY
89. JUDGMENT	115. ORDER	141. THOUGHT-PROVOKING
90. JUGULAR VEIN	116. OVERVIEW	142. TIMELY
91. JUSTICE	117. PAGINATION	143. TRANSITION
92. KNOWLEDGE	118. PANACEA	144. UNEQUIVOCALLY
93. LATITUDE	119. PARTICIPANT LEARNING	145. UNJUST
94. LATTER	120. POSSESS	146. UNREASONABLE
95. LEADERSHIP	121. PREJUDICE	147. UNSELFISHNESS
96. LIBERAL	122. PREMATURE	148. UTILIZE
97. LIBERTY	123. PROFESSIONALISM	149. UTOPIA

150. VARIATIONS

151. VEGETARIAN

152. VOLUNTARY

153. WIELDS

154. WITHER

## Sample Translations

1. Abandon: Give up something altogether (4-15)\*
2. Absurd: Silly (4-8)
3. Acknowledged: Paid attention to (4-52)
4. Activate: Put into motion or action (2-12)
5. Adequate: Enough (2-2)
6. Aggravate: Make worse (x)
7. Akin to: Like (3-8)
8. Alienate: Turn off or turn against (1-1)
9. Alleged: Said without proof (2-20)
10. Alternative: Choice; another way (1-7)
11. Altruistic: Thinking of others instead of yourself (viii)
12. Ameliorate: Make better (2-2)
13. Analyze: Get the facts (3-16) (ASMLT)#; think carefully about the parts of something
14. Anecdotal: Containing a short story (4-9(a))
15. Articulate: Say something clearly (3-2)
16. Awareness: Knowing of or about (3-12)
17. Backlash: More prejudice than there was before someone tried to correct it (4-53)
18. Bad: Something that hurts life (4-28) (ASMLT)
19. Baffle: Puzzle; confuse; stump (2-10)
20. Basic Human Dignity: The feeling every person has that his/her life is just as important to him/her as yours is to you and mine is to me. (It is the same as the "equality concept" or the "felt value of each human life.") (4-51) (ASMLT)

\*The numbers in parentheses indicate a page in NAVMC 2656A where each word is used.

#A Special Meaning in Leadership Training

21. Basic Values: Those things most important to us; for example, life is man's most basic value (1-4)
22. Bearing: The way a Marine looks, acts, and carries him/herself (3-6)
23. Befall: Happen to (5-8(a))
24. Behavior: Way of acting (xiii)
25. Beneficial: Helpful (2-3(a))
26. Bigotry: The way a narrow-minded person thinks or acts, stubbornly believing that his/her way is the only right way (2-6)
27. Biological: Having to do with living things (4-31)
28. Category: Group or class (3-12)
29. Chaos: Lots of confusion; no order (4-45)
30. Characteristic: That part of something that makes it different from other things; something that can be expected from a particular person or thing (3-7)
31. Cherish: Think about and care for something as though it were very valuable (4-7)
32. Cite: Refer to (xv)
33. Clarify: Make clear (xi)
34. Collectively: All together (5-3)
35. Contemporary: Happening during the same period of time (ix)
36. Courage: Knowing there is something to be afraid of, being afraid, and still acting calmly to get the job done (3-6)
37. Crucial: Very important to the success of something (xvii)
38. Cynical: Believing that people only do things that will help themselves (4-38(a))
39. Decisiveness: Making up your mind quickly and then telling others about it in strong, clear words (3-6)
40. Dependability: Always doing your job well and helping to carry out whatever orders come down the chain of command (3-6)
41. Detect: Find the truth about something (3-12)

42. Dictatorial Force: Ruling power over people which they cannot guard their lives against unless they break the law (4-41) (ASMLT)
43. Disassociated: Not connected (5-21)
44. Distorted: Twisted (4-16)
45. Duped: Tricked (4-39)
46. Dynamic: Active; full of life and energy (vii)
47. Effectuated: Caused to happen (3-12)
48. Empathy: Being able to really feel what another person is feeling or to think what he/she is thinking (3-6)
49. Emphasize: Draw attention to (1-15(a))
50. Endurance: Being able to stand a lot of pain, tiredness, strain, and hard times (3-6)
51. Ensure: To make sure (3-12)
52. Enthusiasm: Real interest and enjoyment in doing the best job you can (3-6)
53. Equality Concept: The idea that every person feels that his/her life is just as important to him/her as yours is to you and mine is to me. (It is the same as "basic human dignity" or the "felt value of each human life.") (2-13) (ASMLT)
54. Esprit de Corps: The good feelings Marines have for their unit which make them work together as a high-spirited team (3-4)
55. Ethics: Personal rules for acting in a way that adds good to, or at least does not hurt, your own or someone else's mind or body (3-6)
56. Ethology: The study of the way animals act (2-16(a))
57. Facilitate: Make easier (4-19)
58. Famine: A great shortage of food (2-21)
59. Felt Value of Each Human Life: The feeling every person has that his/her life is as important to him/her as yours is to you and mine is to me. (It is the same as the "equality concept" and "basic human dignity.") (4-54) (ASMLT)
60. Flaw: Weakness or mistake (4-8)

61. Foreign Nationals: People who live in and are protected by the government of a foreign country (x)
62. Formula: Recipe or instructions for doing something (5-5(a))
63. Fortunate: Lucky (3-11)
64. Foster: To help to grow or develop (vii)
65. Foundation: Something upon which to build (2-16(a))
66. Freedom: Being able to guard your life and the lives of others and to make them better without breaking the law (It is the same as "liberty.") (2-18) (ASMLT)
67. Free Enterprise System: Private businesses allowed to run without government control, except to protect the people (5-29)
68. Genesis: The beginning of something (2-16(a))
69. Genetics: The study of the way hair color, for example, is passed from grandparents, to parents, to children, and so on (4-44)
70. Genocidal: Having to do with destroying a whole racial, ethnic, or cultural group on purpose (4-16)
71. Ghetto: A part of a city where most of the people belong to a minority group and are forced to live there because of pressures from the majority group. It is usually run-down and overcrowded, with lots of people out of work. (2-23)
72. Good: Something that guards life or makes it better (4-28) (ASMLT)
73. Government: People who have gotten together, and the rules they have made, to get rid of confusion (4-55) (ASMLT)
74. Graphic: Clearly described, especially by writing or drawing (3-19(a))
75. Grim: Very unpleasant (5-8(a))
76. Gross: Obvious; very clear (5-10)
77. Habituate: Make into a habit (1-11)
78. Harmony: Separate parts arranged in a pleasing way and working well together (4-5(a))

79. Hierarchy: Things placed in an order according to their importance (xi)
80. Hostile: Not friendly (5-11(a))
81. Humanitarian: Involved in making the lives of other people better (1-12)
82. Human-Life Value: Your own life plus the lives of other people, including both a happy/healthy mind and body (4-17) (ASMLT)
83. Hypocritical: Thinking one thing but saying or doing another (2-6)
84. Ideal Democracy: A government where each person can guard his/her life and the lives of others and make them better without breaking the law (4-41) (ASMLT)
85. Individual Actions: Good things Marines do, especially to help others, which they are not expected to do as part of their jobs or grades (3-17) (ASMLT)
86. Initiative: Doing something on your own, without being ordered to do so (3-6)
87. Instinct: A way of acting which you do not have to be taught and which you cannot control (4-16)
88. Integrity: Honesty; acting in a moral way (3-6)
89. Judgment: Being able to make sense out of facts and to use them in making up your mind (3-6)
90. Jugular Vein: One of several veins on each side of the neck which return blood from the head (2-16(b))
91. Justice: Fair treatment, especially in giving rewards and punishments (3-6)
92. Knowledge: Information; facts about what is happening (3-6)
93. Latitude: Leeway; room to work (viii)
94. Latter: Later; more recent (4-10)
95. Leadership: Being wise enough, understanding people well enough, and knowing and doing what is right often enough so that you can get others to do what you ask--either because they want to or because they know they should (3-4) (ASMLT)



- 96. Liberal: Open-minded; very free (5-4)
- 97. Liberty: Being able to guard your life and the lives of others and to make them better without breaking the law (It is the same as "freedom.") (4-39) (ASMLT)
- 98. Life Value: Your own life plus the lives of other people, including both a happy/healthy mind and body (4-17) (ASMLT)
- 99. Loyalty: Feeling of strong ties to the United States, the Corps, and other Marines (3-6) (ASMLT)
- 100. Majority: More than half (2-18)
- 101. Maximize: Get the most of something (xx)
- 102. Methodology: Way of doing something (xvii)
- 103. Minority: Less than half (2-18)
- 104. Moral: Adding good to, or at least not hurting, your own or someone else's mind or body, especially when you put yourself out for others (3-10(a))
- 105. Morale: A Marine's state of mind; the way he or she feels about fellow Marines, the Corps, and other things that are important to him/her. (3-4)
- 106. Myth: Something which is not true but which we believe anyway and act as though it were true (vi)
- 107. Neglect: Pay little attention to (4-25)
- 108. Notion: Idea (4-9(a))
- 109. Nourishment: Food (4-19(a))
- 110. Nuances: Small differences that are hard to understand (xv)
- 111. Obligation: Duty (5-1)
- 112. Offend: Hurt someone's feelings or make them angry (2-13)
- 113. Opposing: Against each other (4-2(a))
- 114. Orally: Spoken out loud (5-38)
- 115. Order: A situation where there is no confusion (4-55)
- 116. Overview: General idea or brief summary of something (iii)

117. Pagination: The way pages are numbered (xix)
118. Panacea: Cure-all; something that will fix everything (4-3)
119. Participant Learning: Doing action assignments in order to learn (1-8) (ASMLT)
120. Possess: Have (4-20(a))
121. Prejudice: Making up your mind without knowing the facts--usually showing distrust, fear, anger, or an unwillingness to accept certain people, customs, and ideas. (1-2)
122. Premature: Early (4-52)
123. Professionalism: A polished way of handling yourself and your job so that it is clear you are not an amateur (3-6)
124. Public Assistance: Welfare (4-37)
125. Questionable: Not for sure (5-5)
126. Quotation: Something repeated word for word (3-2)
127. Reason: Thoughts or ideas that guard life or make it better (4-23) (ASMLT)
128. Rebut: To show proof against something (4-45)
129. Refine: Make better (1-15(a))
130. Rejuvenate: Give new life to (2-2)
131. Remedy: Cure or fix something (4-43)
132. Ridicule: Make fun of (4-8)
133. Sacrifice: Give up something for the sake of someone or something else (viii)
134. Sobriety: Not acting in extreme ways, especially with food or drink (3-6)
135. Speculate: Guess (5-8(a))
136. Strive: Try hard (xv)
137. Superficial: Only on the surface (4-7)
138. Tact: Dealing with people in a way that does not make them angry or hurt their feelings (3-6)

- 139. Technique: Way of doing something (2-1)
- 140. Terminology: Kinds of words that are used, for example, military terminology (4-15)
- 141. Thought-provoking: Making someone think (4-29)
- 142. Timely: At the right time (3-8)
- 143. Transition: Change; act of changing from one thing to another (1-15(a))
- 144. Unequivocally: Absolutely; leaving no doubt (4-45(a))
- 145. Unjust: Not fair (5-9)
- 146. Unreasonable: Thoughts or ideas that hurt people (4-23) (ASMLT)
- 147. Unselfishness: Thinking of other people instead of yourself (3-6)
- 148. Utilize: Use (2-3(a))
- 149. Utopia: An imaginary place where everything is perfect (4-3)
- 150. Variations: Differences (xv)
- 151. Vegetarian: Living on a diet with no meat (4-44)
- 152. Voluntary: Of your own free will (3-17)
- 153. Wields: Handles or controls something (5-8(a))
- 154. Wither: Dry up (5-15)

## H E A D I N G

### VOCABULARY INSIGHTS

#### Student Outline

LESSON PURPOSE: To provide the student with an appreciation of (1) the difficult vocabulary used in the leadership materials and by some discussion leaders, and (2) the fact that, as a result, some Marines cannot understand the concepts being discussed.

STUDENT REFERENCES: USMC Leadership Discussion Leader Manual,  
NAVMC 2656A, Page v

LEARNING OBJECTIVES: This period of instruction is informational. There are no specific learning objectives.

#### STUDENT ASSIGNMENT:

- a. The student will receive instructions from the instructor.
- b. The student will complete a practical exercise designed to increase awareness and understanding of the difficulty of the words used in leadership training.
- c. There are no student preparation requirements for this training period.

## INFORMATION GATHERING

### Subcourse 0307

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## INFORMATION GATHERING

### Instructor Notes

These materials are to be presented during the discussion leaders' course so that the officers and staff noncommissioned officers may receive background information and develop techniques which will allow them to gather information systematically and to analyze it informally. These are essential elements of effective discussions, in that they may not be meaningful unless the discussion leader can inject local issues, problems, situations, or examples. Also, the need for discussion leaders to remain current by reading appropriate books, listening to newscasts, and reading newspapers cannot be over-emphasized.

Pass out the student outline and allow sufficient time for the students to read through it. Present the lecture contained in the detailed outline. After the lecture is completed, ask for volunteers for each questionnaire, being certain that each Marine selects a questionnaire and that each questionnaire will be administered by at least one Marine. Marines selecting the same questionnaire may work together on the analysis if they prefer; but the interviewing must be done individually, using different groups of interviewees.

**IMPORTANT:** Make sure that the interviewing has been authorized by the Commanding Officer of the unit providing interviewees. Maintain close coordination with the unit's leaders during conduct of the practical-application phase.

On the day assigned for debriefing, select one Marine to present an analysis of Questionnaire A. (He/she may "pass" to a group leader if one has been selected during data analysis.) After the initial brief has been presented, ask for additional comments from others who administered the same questionnaire. Follow the same procedure for Questionnaires B, C, and D.

If the following points are not made during the debriefs, raise them for discussion:

### Questionnaire A

- a. Whether a higher percentage of men or women believe women should serve in combat.
- b. Whether a higher percentage of men or women were aware of other Marines' opinions on the subject.
- c. Whether male Marines were more aware of the opinions of male or female Marines.
- d. Whether female Marines were more aware of the opinions of male or female Marines.
- e. Whether there was a difference among the responses of male Marines to Question #1, based upon their grade, e.g., those who might be fighting along with women versus those who might have to order women into combat.

### Questionnaire B

- a. A ranking of the problems enumerated, according to the number of Marines who mentioned them.
- b. Whether the problems can be separated into what appear to be those particularly troublesome to males versus females or to Whites versus non-Whites.
- c. Which group, e.g., males, females, Whites, non-Whites, white males, non-white females, has the most or least confidence in its leaders' concern for their welfare.
- d. Which group of leaders, e.g., males, females, Whites, non-Whites, lance corporals, lieutenants, is most sensitive to its subordinates' problems.
- e. Whether there is a discrepancy between what the troops perceive and what the leaders actually sense.

### Questionnaire C

- a. Whether a higher percentage of Whites or non-Whites believe conditions have improved.
- b. Whether more Whites or non-Whites were aware of other Marines' opinions on the subject.
- c. Whether white Marines were more aware of the opinions of white or non-white Marines.
- d. Whether non-white Marines were more aware of the opinions of white or non-white Marines.
- e. Whether there was a difference among the responses of non-white Marines to Question #1, based upon their grade.

### Questionnaire D

- a. A ranking of the behavior changes suggested, according to the number of interviewees who mentioned them.
- b. Whether Marines viewed changes in Marine behavior as civilians did.
- c. Whether Marines viewed changes in civilian behavior as civilians did.
- d. Whether Marines' perceptions of civilian behavior differed according to the sex, grade, or race of the Marine.
- e. Whether civilians' perceptions of Marine behavior differed according to the sex or race of the civilian.

After the debriefs, select one of the four questionnaires and conduct a brief discussion of ways the data collected might be incorporated into group discussions to ease tensions.

Part One consists of a detailed outline for a 30-minute lecture. Included are three Vu-Graphs designed to enhance understanding of



the concepts being presented. Instructors are encouraged to develop and use other training aids to enhance this presentation. They are also encouraged to use their own words in presenting the lecture.

Part Two consists of a student outline with adequate space provided for the students to take notes. Annex A to the student outline contains the four questionnaires to be used during the practical-application phase.

NOTE: The following explanation of the various types of research is provided for the instructor's information. It need not be included in the lecture but is provided to assist you in answering questions.

BREADTH OF APPLICATION is probably the most widely used dimension for distinguishing among the various types of behavioral sciences research. The first distinction to be made on this dimension is between pure and applied research. In pure research, the motive is mainly one of curiosity. The researcher is interested in finding out about the world and has little or no thought of the immediate use or application to which research results may be put. In applied research, the researcher has a specific use for the results obtained. A survey of the leadership views of staff noncommissioned officers with the expectation of using the data to develop a leadership training program would be applied research. Unlike the first two categories, service research is initiated, not by researchers, but by some administrator, for example, who wants a study done to solve a particular problem. As a result, the solution often applies only to the situation at hand. Finally, the motive behind action research may be to solve a particular problem or to gain the interest or the views and perceptions of some group. This type of research is strictly practical and limited to a particular situation. Thus, it is usually the most narrow from a research point of view.

The second way to examine a research study is in terms of its LEVEL OF OUTCOME. If a study is only concerned with what something is like, it is said to be descriptive. When the outcome

is that of anticipating the future, it is labeled predictive. If it seeks to answer the question "why" (that is, to specify a cause and effect relationship), then the study is described as diagnostic.

The final way to describe behavioral science research is by the DEGREE OF CONTROL exercised by the investigator. When a study is described as a laboratory investigation, it is implied that the researcher makes observations and records data in a highly controlled situation. When the research is referred to as a field study, it usually implies that the only control involves selecting the time and place for making observations and recording data. Finally, when library research is used to solve a problem, it is implied that the researcher seeks a solution by gathering and synthesizing observations made by others.

## INFORMATION GATHERING

### Detailed Outline

#### INTRODUCTION

##### 1. GAIN ATTENTION

As a leader, you are expected to be knowledgeable about current developments in your military specialty, command policies, and the local and world communities. FM 22-100 suggests field manuals, training directives, after-action reports, magazines, newspapers, and periodicals as aids toward this goal. It also mentions discussions, research, and experience as factors in broadening a leader's knowledge.

As a discussion leader, you may be asked to help develop local issues for discussion and/or problem-solving during leadership training. In order to do so effectively, you must first be able to determine how Marines feel about a particular issue. You must also keep up with current events, read occasionally, and have informal talks with discussion leaders, other leaders, and troops. Then you must be able to use that information in your discussion groups in an attempt to increase understanding and to ease any tension or hostility that may exist.

2. MOTIVATE. As you can see, conducting research or gathering information is important to you as a leader and as a discussion leader. During this period of instruction, we will provide you with some general background about information gathering and give you the opportunity to gather some information.

##### 3. PURPOSE AND MAIN IDEAS

a. Purpose. The purpose of this period of instruction is to provide the student with the background and techniques needed to gather information for use in leadership training.

b. Main Ideas. During this lecture, I will address two main ideas:

(1) An overview of information gathering as it relates to the behavioral sciences, with emphasis on how Marine leaders are involved; and,

(2) Procedures we will use as we gather our information.

4. LEARNING OBJECTIVES. Upon completion of this period of instruction, and with the aid of references and notes, the student will be able to:

a. Explain the research aspect of the leadership program as it relates to discussion leaders; and

b. Gather information systematically for use in developing local issues and injecting them into discussions during leadership training.

TRANSITION. Before we get into the details of exactly what we will be doing during this course of instruction, let's take a moment to put information gathering, or research, into perspective.

BODY

On Vu-Graph I

#### 1. AN OVERVIEW OF INFORMATION GATHERING

This chart graphically depicts one way to look at information gathering, or research, in the behavioral sciences. Research out near the points of the arrows is very broad, scientific, and structured. However, as we move down each arrow toward the juncture, it becomes extremely specific, somewhat "unscientific," and informal. And that's the aspect of research in which we are most interested.

Off Vu-Graph I

### On Vu-Graph II

The circle here represents the area of research or information gathering that concerns us as Marine leaders and especially as discussion leaders. This is the area that will assist us in presenting effective leadership training. . .and overall good leadership.

### Off Vu-Graph II

#### On Vu-Graph III

This blown-up view of the circle details the level and substance of your information-gathering task. You will be seeking the views and perceptions of other Marines--that's action research. You will be gathering facts other people have observed--that's library research. And, you will be using both to determine the current situation--that's descriptive research.

Let's look at Area Number 1, "Ask The Troops." Does anyone know why this area is extremely important? It is closely related to the leadership principle--Know your troops and look out for their welfare. In order to really know how they feel or what they think, you must ask them.

Area #2, "Ask Other Leaders," means talking to leaders up and down the chain of command. What are these Marines thinking? What do they know that I can use in my discussion groups?

Area #3 is "Occasional Readings." The concern here is to read books, articles, and other writings in the areas of history, leadership, biology, and economics, for example, in order to broaden your interest and provide factual information to your Marines.

Area #4, "Current Events," is a similar vital area. Listen to the news on the radio, subscribe to a daily newspaper, and read the news section as well as the sports section. Stay current! Nothing could be more embarrassing than to have the Marines in your discussion group talking about a hot news item on the front page that you hadn't even heard about. And don't forget readings and

current events directly related to the Marine Corps. For example, is there an inspection due? Is this unit scheduled for deployment? Has something particularly relevant to leadership training happened in the recent past?

And, finally, we have Area #5, where all the facts and opinions we have gathered are synthesized or combined to form a whole picture. You now can answer the question, "What's the Situation?" and use the results in your discussion groups. You can knowledgeably inject current issues, particularly those relevant to your command, and be prepared for the various opinions that are likely to surface.

### Off Vu-Graph III

TRANSITION. That's the level and general approach that discussion leaders need to employ in gathering information. Not many of us are research scientists, but we don't need to be. All we really need is some understanding of the procedures that should be used to gather information.

## 2. PROCEDURES TO GATHER INFORMATION

I think we have adequately covered the procedures for Areas #3 and #4, "Occasional Readings" and "Current Events." The procedures that we will be using for Areas #1 and #2 are general in nature and fit classroom situations. Therefore, you may find that adjustments will be necessary when you're back at your unit.

Each of you will:

(1) Administer one of the questionnaires (A, B, C, or D) in Annex A of the student outline and informally analyze the responses.

(2) Select the group you interview according to the special instructions for each questionnaire.

(3) Ask each question exactly as it is written. You may clarify any confusion indicated by the person you are interviewing, but be certain to repeat the question, as written, before the interviewee responds.

(4) Record the answers as they are given; do not attempt to rely on your memory.

(5) Assure interviewees that they may remain anonymous if they prefer. However, record the following information along with the answers of each interviewee:

- (a) Sex
- (b) Marine or Civilian
- (c) Grade, if a Marine
- (d) White or non-White

### 3. ANALYSIS OF RESPONSES

a. After you have conducted all of your interviews, tabulate the results, making whatever relationships you can between the answers given and the personal characteristics of the interviewees. For example, in analyzing Questionnaire A you might attempt to determine (1) whether a larger percentage of men or women feel that women Marines should serve in combat, and (2) whether men or women are more aware of what other Marines think about the issue.

b. Be prepared to give a \_\_\_\_ minute brief to the class on the relationships you have been able to establish. Include your thoughts on how those relationships might aggravate or relieve any tensions involved in the issue you are investigating. For example, if in analyzing Questionnaire B you find that many leaders are unaware of the morale problems mentioned by the troops, you could suggest that a better knowledge of their Marines might relieve some of the tension.

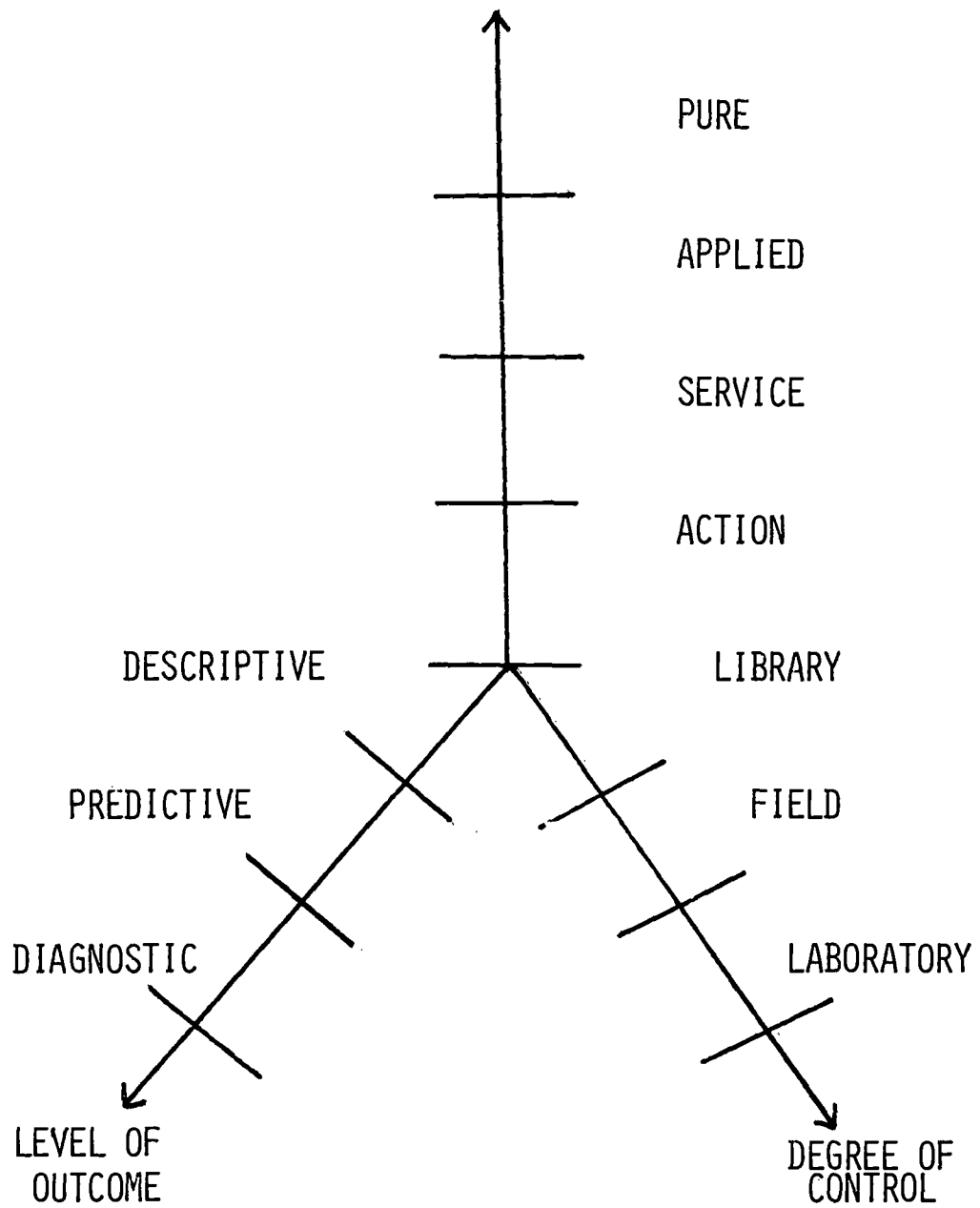
### OPPORTUNITIES FOR QUESTIONS AND COMMENTS

## SUMMARY

During this period of instruction we have discussed an overall view of research in the behavioral sciences; we have emphasized the level and substance of the information gathering that should be of concern to discussion leaders; and we have described procedures that can be used to gather information from individual Marines. Whatever procedures you choose to use back in your unit, be sure to use research to keep your discussions relevant and timely and to explore the various points of view on pertinent local issues.



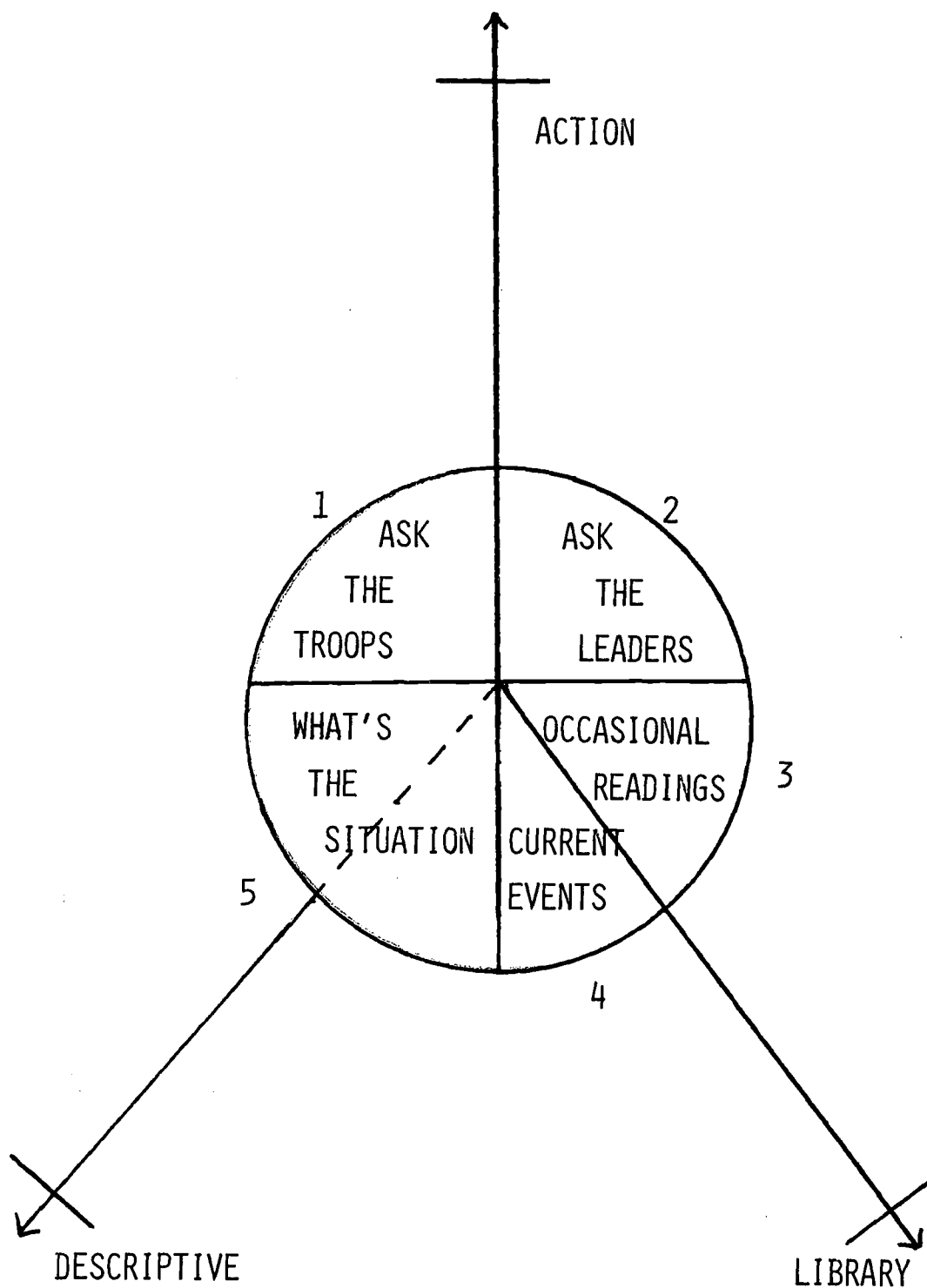
# BREADTH OF APPLICATION



Vu-Graph I

The diagram features a central vertical axis with an upward-pointing arrow. Along this axis, from top to bottom, are the labels: PURE, APPLIED, SERVICE, and ACTION. Four horizontal tick marks are placed between these labels. A circle is centered on the vertical axis between the 'ACTION' and 'LIBRARY' labels. The circle is divided into five segments by a horizontal line and two diagonal lines. The segments are numbered 1 through 5: 1 is the top-left segment, 2 is the top-right segment, 3 is the bottom-right segment, 4 is the bottom segment, and 5 is the bottom-left segment. A dashed line connects the center of the circle to the boundary of segment 5. To the left of the circle, the word 'DESCRIPTIVE' is written. To the right of the circle, the word 'LIBRARY' is written. Below the circle, two diagonal axes diverge. The left axis points downwards and to the left, ending in an arrowhead. It is labeled 'LEVEL OF OUTCOME' at its tip. Along this axis, from the circle towards the tip, are the labels: PREDICTIVE, DIAGNOSTIC, and a fourth unlabeled tick mark. The right axis points downwards and to the right, ending in an arrowhead. It is labeled 'DEGREE OF CONTROL' at its tip. Along this axis, from the circle towards the tip, are the labels: FIELD, LABORATORY, and a fourth unlabeled tick mark.

II-0-6B



Vu-Graph III

H E A D I N G  
INFORMATION GATHERING

Student Outline

LESSON PURPOSE: To provide the student with the background and techniques needed to gather information for use in leadership training.

STUDENT REFERENCES: R.H. Helmstadter, Research Concepts in Human Behavior, (New York: Appleton-Century-Crofts, 1970), Pages 27 through 32

Military Leadership, FM 22-100, Page 2-5

LEARNING OBJECTIVES: Upon completion of this period of instruction, and with the aid of references and notes, the student will be able to:

(a) Explain the research aspect of the leadership program as it relates to discussion leaders; and

(b) Gather information systematically for use in developing local issues and injecting them into discussions during leadership training.

STUDENT ASSIGNMENT:

- a. The student will listen to a 30-minute lecture.
- b. The student will select a questionnaire and administer it in accordance with outlined procedures and specific instructions.
- c. The student will conduct an informal analysis of responses received.

d. The student will present an oral report on the analysis of responses.

e. There are no student preparation requirements for this training period.

## OUTLINE (30-minute Lecture)

### I. INTRODUCTION

- A. Requirement as a Leader
- B. Responsibility as a Discussion Leader

### II. PURPOSE AND MAIN IDEAS

- A. Provide Background and Techniques
- B. An Overview of Information Gathering
- C. Procedures To Use in Gathering Data

### III. LEARNING OBJECTIVES

- A. Explain Research as It Relates to Discussion Leaders
- B. Gather Information Systematically

#### IV. BODY

##### A. Overview of Information Gathering

##### B. Research Circle for Discussion Leaders.

1. Area #1 - Ask the Troops
2. Area #2 - Ask Other Leaders
3. Area #3 - Occasional Readings
4. Area #4 - Current Events
5. Area #5 - What's the Situation?

##### C. Procedures to Gather Information

1. Administer One Questionnaire
2. Select Interviewees
3. Ask Questions
4. Record Answers
5. Assure Anonymity

D. Analysis of Responses

V. OPPORTUNITIES FOR QUESTIONS AND COMMENTS

VI. SUMMARY



Annex A

INFORMATION GATHERING

Interview Questionnaires

QUESTIONNAIRE A

- a. Do you think women Marines should be allowed to serve in combat roles?
- b. What percent of the male Marines taking this survey do you think will agree with you?
- c. What percent of the female Marines taking this survey do you think will agree with you?

Special Instructions:

Administer this questionnaire to a minimum of eight Marines, being sure that some of the Marines surveyed are female.

-----

QUESTIONNAIRE B

- a. What three things in this command hurt your morale the most?
- b. Do you think your superiors are aware that these particular morale problems exist in this command?
- c. When Marines in this command were asked what three things hurt their morale the most, what problems do you think were mentioned most often?

Special Instructions:

Administer this questionnaire to a minimum of nine Marines, being sure that you interview one Marine in a leadership position for every two Marines interviewed at the troop level. Ask the troops Questions a and b; ask leaders Question c.

-----

### QUESTIONNAIRE C

- a. Do you think conditions in the Corps have improved for non-white Marines in the last three years?
- b. What percent of the white Marines taking this survey do you think will agree with you?
- c. What percent of the non-white Marines taking this survey do you think will agree with you?

#### Special Instructions:

Administer this questionnaire to a minimum of eight Marines, being sure that some of the Marines surveyed are non-white.

-----

### QUESTIONNAIRE D

- a. What can Marines do or stop doing to improve relations between Marines and civilians?
- b. What can civilians do or stop doing to improve relations between Marines and civilians?

#### Special Instructions:

Administer this questionnaire to a minimum of four Marines and four civilians in or near this command.

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DEVELOPMENT OF LEADERSHIP  
SITUATIONS AND ACTION ASSIGNMENTS

Subcourse 0308

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## DEVELOPMENT OF LEADERSHIP SITUATIONS AND ACTION ASSIGNMENTS

### Instructor Notes

These materials are to be presented after "Information Gathering," Subcourse 0307 has been completed so that the officers and staff noncommissioned officers may receive instruction on the development of case studies and action assignments. This subcourse is an essential element in teaching the student how to inject local issues into leadership training. Instructors are encouraged to supplement these materials as desired.

Part One consists of a detailed outline for a 10-minute lecture. Instructors are encouraged to develop and use training aids and/or other devices designed to enhance this presentation, e.g., transparencies and a chalkboard. They are also encouraged to use their own words in presenting the lecture. During the lecture, the students are referred to Annex A of their student outlines. As a minimum, instructors should point out the following key points of emphasis in the development of leadership situations and action assignments:

#### Leadership Situations (Case Studies)

- a. A purpose should be stated so that the student will understand why the leadership situation is being presented.
- b. Instructions must be given so that the student will know exactly what is to be done.
- c. The situation and circumstances must be described so that the student will be able to put the case study in the proper context.
- d. Correct military terminology and titles and realistic circumstances should be used so that Marines can relate

to the case study, e.g., case studies should reflect proper relationships between subordinates and superiors as well as appropriate grades in various billets.

- e. Hints for solution should not be given.
- f. Leadership situations should be as brief as possible while still ensuring that the complete situation is covered.

#### Action Assignments

- a. A purpose should be stated so that the student will understand why the assignment is being given.
- b. Learning objectives should be stated which show how the assignment will assist the individual or other Marines in self- or unit improvement.
- c. The situation and circumstances must be described so that the student will be able to view the assignment in the proper context.
- d. Questions should be inserted which are designed to stimulate thought and provoke discussion of the situation which caused the need for this specific action assignment.
- e. The student must be required to "do something" as a part of the assignment. Action assignments are never completely oral.
- f. Completed action assignments should be presented to the entire group.
- g. Action assignments should be continued after classroom instruction.

Part Two consists of a student outline with adequate space provided for the students to take notes. Included in the student outline is Annex A, "Sample Leadership Situation (Case Study) and

Action Assignment," and Annex B, "Topics for Development and Presentation of Leadership Situations and Action Assignments." The students should receive their outlines in sufficient time to review the student outline used in "Information Gathering," Sub-course 0307, prior to hearing the lecture.

DEVELOPMENT OF LEADERSHIP  
SITUATIONS AND ACTION ASSIGNMENTS

Detailed Outline

INTRODUCTION

1. GAIN ATTENTION: As a discussion leader, you will use three primary teaching methods for the conduct of leadership training-- the presentation of lectures, the guiding of group discussions, and the use of groups of 4 or 5 Marines to address case studies or action assignments. Of the three methods, the third will require the most from each of you in terms of development and writing skills. You will have to develop some of the leadership situations and action assignments that you will use in problem-solving with groups of 4 or 5 Marines. As we have pointed out throughout this course, local issues and problems must be injected and addressed during leadership training. Your ability to develop meaningful case studies and action assignments based upon those issues will be one way of ensuring good training.
2. MOTIVATE. During this period of instruction, we will provide you with background information and some time to develop and present either a leadership situation (case study) or an action assignment.
3. PURPOSE AND MAIN IDEAS
  - a. Purpose. The purpose of this period of instruction is to provide you with the skills necessary to develop a case study or action assignment designed to deal with a local leadership situation, issue, or problem.
  - b. Main Ideas. During this instruction we will address the following main ideas:

(1) The method recommended for determining what the local issues are in a unit;

(2) A sample case study and action program assignment, with a discussion of the key points of emphasis;

(3) Selection of a topic and the development of a case study or action assignment; and

(4) Presentation of that case study or action assignment to groups of 4 or 5 Marines for discussion or action.

4. LEARNING OBJECTIVES. Upon completion of this period of instruction, and with the aid of references and notes, the student will be able to:

a. Recall the recommended method for determining local leadership issues;

b. Develop a case study or action assignment designed to deal with a local issue; and

c. Present the case study or action assignment to a group of Marines during leadership training.

## BODY

### 1. REVIEW OF RECOMMENDED METHOD FOR DETERMINING LOCAL ISSUES.

You will recall that, during the instruction in "Information Gathering," Subcourse 0307, we pointed out the need for discussion leaders to develop local issues for discussion and/or problem-solving during leadership training. We indicated at that time that, in order to do so effectively, you had to be able to determine what the issues really are. Does anyone remember the Vu-Graph which depicted the four general areas of information that should concern discussion leaders? (Wait for someone to answer.) They were: ask the troops; ask other leaders; occasional readings; and current events--all of which will help determine what the situation is. These four sources will provide us with specific issues on which to develop our case studies and leadership situations.



2. SAMPLE CASE STUDY AND ACTION ASSIGNMENT. Let's take a look now at the sample case study and action assignment contained in Annex A of your student outline. (Discuss the points of emphasis indicated in the instructor notes.)

3. SELECTION OF A TOPIC AND DEVELOPMENT OF A CASE STUDY OR AN ACTION ASSIGNMENT. Annex B to your student outline contains suggested topics from which you can develop your case study or action assignment. Choose a topic from the list or think of one yourself. When you have made your selection, begin the development. You will have (time) to complete the assignment. Remember the vocabulary issue, and use words that the "average" Marine can understand. I will be here if anyone needs assistance.

4. PRESENTATION OF CASE STUDIES AND ACTION ASSIGNMENTS. We will now break down into our groups of 4 or 5 Marines and present our case studies and/or action assignments. Each Marine is to present his/her case study/action assignment and guide the rest of the group through the exercise as though it were a regular training group.

#### OPPORTUNITIES FOR QUESTIONS AND COMMENTS

#### SUMMARY

During this period of instruction we reviewed the recommended way to determine specific leadership issues in a unit. We looked at a sample case study and action assignment and developed our own. We then presented our work to a group of Marines. Dealing with local issues in our discussion groups is vital if our Marines are to understand the intent of the leadership program. It is also consistent with one of the characteristics of the program--that it is based upon research and experimentation.

H E A D I N G  
DEVELOPMENT OF LEADERSHIP  
SITUATIONS AND ACTION ASSIGNMENTS

Student Outline

LESSON PURPOSE: To provide the student with the skills necessary to develop a case study or action assignment designed to deal with a local leadership situation, issue, or problem.

STUDENT REFERENCES: "Information Gathering," Subcourse 0307,  
Student Outline and Notes

LEARNING OBJECTIVES: Upon completion of this period of instruction, and with the aid of references and notes, the student will be able to:

- a. Recall the recommended method for determining local leadership issues;
- b. Develop a case study or action assignment designed to deal with a local issue; and
- c. Present the case study or action assignment to a group of Marines during leadership training.

STUDENT ASSIGNMENT

- a. The student will listen to a 10-minute lecture.
- b. The student will discuss the key points of emphasis in a sample case study and action assignment.
- c. The student will develop a case study or action assignment and present it to a group of 4 or 5 Marines.
- d. The student should review the student outline and the notes taken during "Information Gathering," Subcourse 0307, prior to beginning this period of instruction.

## OUTLINE (10-minute Lecture)

### I. INTRODUCTION

#### A. Three Primary Teaching Methods

1. Lecture
2. Guided Group Discussions
3. Use of Groups of 4 or 5 Marines To Address Case Studies and Action Assignments

#### B. Background on Development of a Case Study or Action Assignment

### II. PURPOSE AND MAIN IDEAS

#### A. Purpose

#### B. Main Ideas

1. Method for Determining Issues
2. Key Points in Case Study/Action Assignment
3. Topic Selection and Development
4. Presentation of Case Study/Action Assignment

### III. LEARNING OBJECTIVES

#### IV. BODY

##### A. Review of Recommended Method for Determining Local Issues

1.

2.

3.

4.

##### B. Sample Case Study and Action Assignment (See Annex A)

##### C. Selection of Topic and Development of a Case Study/Action Assignment (See Annex B)

D. Presentation of Case Studies and Action Assignments

V. OPPORTUNITIES FOR QUESTIONS AND COMMENTS

VI. SUMMARY

## Annex A

### DEVELOPMENT OF LEADERSHIP SITUATIONS AND ACTION ASSIGNMENTS

#### Sample Leadership Situation (Case Study) and Action Assignment

#### Leadership Situation (Case Study)

#### "Brainstorming Leadership Problems"

##### Purpose:

To provide a practical application phase in the development of solutions to a leadership situation.

##### Instructions:

Using the following leadership situations, teams of 4 or 5 Marines will prepare and present a briefing on:

- a. An evaluation of one of the following problem areas.
- b. How you would handle the problem.
- c. What leadership principles, traits and ethical considerations are involved.

##### Situation:

##### General:

A new company commander reported aboard about two weeks ago and has held request mast for an unusually large number of Marines. He has been able to categorize the reasons for the request masts and has asked 1/Lt O'Brien, who is presently conducting a leadership class, to have the discussion group brainstorm the problem areas.

Special:

The problem areas summarized by the company commander are:

a. Haircut regulations are strictly interpreted within the company, while Marines in the other units wear their hair much longer than official pictures posted in the barber shop. Some junior officers and SNCO's are marching their Marines to the barber shop and personally supervising the haircutting.

b. Many leaders down the chain of command are pressuring Marines concerning the extreme informality and colorful, unconventional selection of civilian attire worn on liberty and in unit areas after hours and on weekends.

c. Young sergeants and corporals are being ordered to place any subordinate on report who use marijuana, even while on liberty and in recreation areas. In adjacent organizations no pressure is put on junior NCO's, and most will look the other way as long as users do not "blow grass" on duty or in the field.

## Action Assignment

### "Reporting Aboard, Sir"

#### Purpose:

To provide the student with information concerning problems experienced by Marines when reporting aboard a new unit for duty.

#### Learning Objectives:

Upon completion of this assignment, the student will:

1. Be aware of the types of problems encountered by Marines of various grades when reporting aboard a new unit for duty;
2. Be able to identify his/her responsibilities to the new Marines; and
3. Be able to present a "welcome aboard" orientation, commensurate with leadership position held, to newly arrived personnel.

#### In-Class Assignment:

Recently, a group of Marines undergoing leadership training were asked to talk with lower ranking Marines in an attempt to determine the major problems encountered while reporting aboard. The students were very surprised to learn that many Marines felt the "reporting-in" process and the "getting-settled" stages were the most difficult problems they faced. "My check-in sheet required me to check in with the base library. Not only did I not know where it was located; but, after finding out, I had to hitch three rides to get over there." "When I reported aboard, the



sentry on the gate couldn't tell me where to report in." "I came aboard at night. The duty NCO found me a rack, but he didn't have any sheets for me." "The first four days I was aboard, the Top chewed me out every day for not having a squared-away uniform, and he was the same guy who told me I would have to wait until payday to get paid."

Discuss some personal experiences during the reporting-aboard process.

How could the reporting-in process contribute to the UA problem in the Corps?

Many Marine commands have an orientation for new arrivals and, in some cases, their dependents. Is there one in this unit? How about a sponsor?

Usually the commander's orientation consists, in part, of getting background information on new arrivals, their experiences, and past training; explaining unit policies and SOP; and making them feel welcome as members of the unit. Could an interview and orientation of this type be conducted by the leaders at all levels of the new arrival's chain of command, i.e., platoon leaders, squad leaders, fire-team leaders, and section chiefs? How would a new Marine's adjustment problems be affected by rapid integration into the unit's activities?

-----

Form into teams of 4 or 5 Marines based on rank, e.g., Pvt/LCpl in a team, Cpl/Sgt in a team, SNCO's, etc. Each team is to make a list of the problems they encountered during the reporting-in and getting-settled process at this unit.

Based upon the resulting list, each team is to prepare recommendations concerning ways to eliminate the problems.

Each team is then to pass its list of problems and recommended solutions to a senior team. If this procedure is not possible in your group, exchange lists among peer groups. Using the new lists, prepare the outline of an orientation to be given a newly arrived Marine. Assume that one member of the originating team is the newly arrived Marine. One member of the receiving team will conduct an interview and orientation to include, as a minimum:

1. Background information
2. Experience and training
3. Explanation of unit policy and SOP
4. Problems that might be encountered
5. Recommendations for overcoming those problems
6. Mission of the unit/section, as appropriate
7. Individual responsibilities and billet assignment.

#### After-Class Assignment

Make every effort to ensure that new Marines are quickly integrated into the unit's activities and are made aware of those in the chain of command who have direct responsibility for their welfare.

## Annex B

### DEVELOPMENT OF LEADERSHIP SITUATIONS AND ACTION ASSIGNMENTS

#### Topics for Development and Presentation of Leadership Case Studies/Action Assignments

1. A disrespectful subordinate
2. A bored Marine at an isolated base
3. An alcoholic SNCO
4. Marijuana smoking in the barracks
5. Apathy on the part of a Corpsman
6. A cynical woman Marine
7. An officer who believes all people are basically evil
8. An uninformed Marine who plays barracks lawyer
9. A poorly educated Marine
10. An all-white governing board at the officers' club
11. A bigoted restaurant owner in the civilian community
12. Theft in the company office
13. An alienated Spanish-speaking Marine
14. Recent sharp increase in U.A. rates
15. A disobedient squad leader
16. Vandalism in the messhall
17. Threat of local nationals rioting over Marine presence in their country
18. Racially motivated fight between a black and a white Marine
19. Superiority attitude of a Marine from a relatively wealthy family

20. A platoon commander who believes no Indian can be trusted
21. Resentment of women Marines toward "WM's versus 'real' Marines" philosophy
22. "If the Marine Corps wanted you to have a wife, it would have issued you one."
23. Anti-Marine sentiment in the civilian community
24. Pre-deployment anti-Navy talk among the troops
25. A Marine who receives a "Dear John" letter
26. A Jewish MSG about to be assigned to an Arab country
27. Resentment of male Marines regarding WM's not standing the watch
28. Intense personal animosity between two subordinates
29. Orders greatly resented by most of the troops
30. De facto segregation in the barracks and messhall as a result of an MOS composed primarily of Blacks

ORAL TESTING OF  
LEARNING OBJECTIVES

Subcourse 0309

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## ORAL TESTING OF LEARNING OBJECTIVES

### Instructor Notes

These materials are to be presented during the discussion leaders' course so that the officers and staff noncommissioned officers may receive the background information and develop the skills and procedures needed to test orally the learning objectives associated with the leadership materials. Although this subcourse is formatted as a typical lecture/practical-application period of instruction, it should not be presented as such. It is suggested that instructors be familiar with the substance of the lecture but present the ideas in an informal manner, e.g., at his/her regular place around the discussion table.

A review of Part One of this subcourse, the detailed outline, will reveal that a degree of flexibility is required. Student participation is needed during the lecture, and reference is made to other resource documents, e.g., Annex A to the student outline. Instructors are encouraged to supplement or adapt these materials as desired. For example, the list of performance-oriented verbs could be extracted from the detailed outline and furnished to the students as Annex B. Or, several page numbers could be deleted from Annex A, thus requiring that the students find the pages which address the learning objectives.

Part One consists of a detailed outline for this period of instruction. Instructor notes are contained within the outline to facilitate presentation.

Part Two consists of a student outline with adequate space provided for the students to take notes. Students should receive their outlines in sufficient time to read the lesson purpose,

student references, learning objectives, and student assignment prior to the beginning of the lecture. (NOTE THAT THE STUDENT ASSIGNMENT ON THE OUTLINE AND THE CONTENT OF ANNEX A MUST BE ADJUSTED TO REFLECT THE PROCEDURES SELECTED IN ACCORDANCE WITH THE SECOND PARAGRAPH OF THESE NOTES.)

Annex A is a listing of the learning objectives contained in the USMC Leadership Discussion Leader Manual, NAVMC 2656A and the pages on which those learning objectives are addressed.

ORAL TESTING OF  
LEARNING OBJECTIVES  
Detailed Outline

INTRODUCTION

1. GAIN ATTENTION

In order to judge your success as a discussion leader, you must ask yourself, "What did I teach, and what did my Marines learn?" One of the primary indications of the effectiveness of the leadership training that you will present to your Marines is the accomplishment of stated learning objectives. But how is one to know whether or not the students have met the learning objectives? Assuming for a moment that the learning objective has been properly constructed and presented in a clear, concise statement that specifies what the learner will be able to do as a result of receiving the instruction, its accomplishment can be measured three ways: (1) orally; (2) in writing; and (3) through performance. Discussion leaders must be able to test their Marines orally in order to ensure that the learning objectives have been met while in the classroom and to clear up any misunderstandings, incorrect perceptions, or specific areas in which the student has failed to learn.

As a discussion leader, you may also be asked to develop individual action assignments for use in annual leadership training. Since such action assignments require learning objectives which show how the assignment will assist an individual or other Marines in self- or unit improvement, you must understand how to prepare them.

2. MOTIVATE. During this period of instruction, we will provide you with some general information about learning objectives and some specific information on oral testing of the learning objectives in the educational materials used in the leadership program.



### 3. PURPOSE AND MAIN IDEAS

a. Purpose. The purpose of this period of instruction is to provide the student with the procedures and skills needed to test orally the learning objectives contained in educational materials used in the leadership program.

b. During this instruction, we will address the following areas:

- (1) Description of learning objectives;
- (2) Performance-oriented verbs;
- (3) Knowledge/mental skill-oriented learning objectives;
- (4) Attitude-oriented learning objectives;
- (5) Review of learning objectives in educational materials; and
- (6) Oral testing of learning objectives.

4. LEARNING OBJECTIVES. Upon completion of this period of instruction, and with the aid of references and notes, the student will be able to test orally the learning objectives contained in the educational materials used in the leadership program.

TRANSITION. Before learning how to test the accomplishment of a learning objective, let's discuss learning objectives in general. How does one describe a learning objective?

#### BODY

1. DESCRIPTION OF LEARNING OBJECTIVES. Learning objectives are instructional goals expressed in terms of student performance. They state what a student should be able to do after completing a period of instruction. They may be described as terminal or enabling objectives.

a. Terminal Objectives express behavior or performance that students are required to display at the conclusion of a block of instruction. For example, "Each Marine will be able to explain the relationship between the Dual-Life-Value Theory of Human Nature and the USMC philosophy of duty and discipline."

b. Enabling Objectives express behavior which students must demonstrate in order to be able to accomplish the ultimate terminal objectives. For example, "Each Marine will be able to demonstrate, by participation in the discussion, a respect for views and theories that have been expressed by others."

2. PERFORMANCE-ORIENTED VERBS. Performance-oriented verbs are used in learning objectives because they express the actual, essential performance desired. Verbs open to interpretation, e.g., "be familiar with," "understand," "appreciate," are avoided because they produce unclear learning objectives. Some examples of suitable verbs are:

<u>Knowledge/Mental Skill-Oriented</u>	<u>Manual Skill- Oriented</u>	<u>Attitude- Oriented</u>
State	Operate	Recognize
Name	Convert	Demonstrate
Identify	Tie	Explain
Define	File	Comply
Interpret	Adjust	Describe
Illustrate		
Select		
Distinguish		
Analyze		
Formulate		
Solve		
Assess		

In the leadership program, we are concerned with knowledge/mental skill-oriented and attitude-oriented learning objectives.

3. KNOWLEDGE/MENTAL SKILL-ORIENTED LEARNING OBJECTIVES require the student to demonstrate proficiency in acquired knowledge or skills.

a. Acquired knowledge can be demonstrated through:

(1) An understanding of principles or concepts. Such learning objectives normally begin with verbs such as "explain," "compare," "illustrate," or "distinguish." For example, "Explain the illustration of the dual-life value."

(2) A grasp of established facts. Such learning objectives normally begin with verbs such as "state," "name," "describe," or "define." For example, "Describe the obligation found in the First Article of the Code of Conduct."

b. Learning objectives which require the application of knowledge to make a mental decision can be considered as "mental skill" objectives and are found in NAVMC 2657. For example, "Each Marine will be able to select his/her strong traits and those needing improvement and formulate a plan to strengthen those needing improvement."

4. ATTITUDE-ORIENTED LEARNING OBJECTIVES can vary from simple awareness of a subject or problem area, through interest, to attitude change and total dedication to the desired attitude or behavior. They are constructed in much the same manner as knowledge-oriented objectives. For example, "Explain why Marines must teach themselves to support and defend our Constitution on the basis of reason rather than on the basis of emotions."

TRANSITION. To this point, we have been discussing learning objectives in general as background or review for most of you. Now, let's move on to look at some specific learning objectives in the educational materials used in the program.

#### 5. REVIEW OF LEARNING OBJECTIVES IN EDUCATIONAL MATERIALS

(Conduct this part of the instruction by using Annex A to the student outline.)

## 6. ORAL TESTING OF LEARNING OBJECTIVES

Now that we have gotten learning objectives into perspective, let's discuss ways in which we can test their accomplishment orally. One difficult task has already been done for you, since Annex A indicates the place or pages in the materials where each objective is addressed. What must be tested is your Marines' understanding of those particular places or pages. ONE NOTE BEFORE WE PROCEED: AS NEW EDUCATIONAL MATERIALS ARRIVE IN THE FIELD, DISCUSSION LEADERS WILL HAVE TO (1) REVIEW THEM CLOSELY TO DETERMINE JUST WHERE EACH LEARNING OBJECTIVE IS ADDRESSED AND (2) DEVELOP AN ORAL TEST FOR EACH ONE.

Let's begin with Learning Objective #1 of Chapter One, Discussion Leaders Manual, NAVMC 2656A: "Upon completion of this chapter and as discussed in class, each Marine will be able to explain why human relations problems are a challenge to Marine leadership." As indicated in Annex A, this objective is addressed on Pages 1-3 through 1-6 in the manual. Let's turn to Page 1-3 and see. (Read the paragraph titled "The Growing Difficulty of Leadership.") Now, the problem is, how does one pose a question which will indicate how well our Marines have accomplished this specific objective? How would you pose the question, (GRADE/NAME)? (Ask one or two Marines, and adjust the text of the lecture based on their responses.)

Let's say that you asked your group, "What are some of the problems in our country today that cause us problems in the Corps?" If you got answers like, "The Democrats" or "Republicans," "Unemployment in my hometown," "Taxes," "Nothing," or "The First Sergeant," it is obvious that your group has missed the point and you need to review Page 1-3 with them. But, say the responses were: "People didn't like Vietnam," "Young people want to do their own thing," "Racial prejudice," or "Bad schools," then you know that they are on track. I say "on track," because you're not finished yet. The next question should be: "But how does that affect the Marine Corps,

especially our leaders?" The responses should be something like: "Sure makes it tough on them," "We need to give our leaders training in how to handle them," "You've got to be a better leader these days." Such responses indicate that the learning objective has been attained.

Let's look at Learning Objective #2 for Chapter One. (Read the learning objective.) The annex to your student outline indicates that Pages 1-12 through 1-14 address this objective. Take a couple of minutes to review those pages, and then I'll ask someone to pose questions designed to test whether the students have learned the substance of those pages. Next, we want discussion from all of you concerning responses that would indicate a lack of understanding. Then we want discussion of responses that would indicate that learning has taken place. (Give the group sufficient time to review the pages. Call on one of the students to pose the questions and use the other group members to supply responses. Work this system through the learning objectives until you are sure that everyone understands how to develop the questions and evaluate the responses.)

#### OPPORTUNITY FOR QUESTIONS AND COMMENTS

#### SUMMARY

We have provided you with general information about learning objectives in terms of a description, performance-oriented verbs, and knowledge/skill-oriented or attitude-oriented learning objectives. This information gave you the background for discussing and working out procedures that can be used to test orally the learning objectives of educational materials used in the program. Such testing is essential if you are to determine whether you have been successful in your job as a discussion leader.

H E A D I N G

ORAL TESTING OF  
LEARNING OBJECTIVES

Student Outline

LESSON PURPOSE: To provide the student with the procedures and skills needed to test orally the learning objectives contained in educational materials used in the leadership program.

STUDENT REFERENCES: USMC Leadership Discussion Leader Manual,  
NAVMC 2656A

Marine Corps Order P1510.23A, Section IV

LEARNING OBJECTIVES: Upon completion of this period of instruction, and with the aid of references and notes, the student will be able to test orally the learning objectives contained in the educational materials used in the leadership program.

STUDENT ASSIGNMENT:

- a. The student will listen to a short lecture.
- b. The student will participate in developing procedures to test learning objectives orally.
- c. The student will identify specific portions of the educational materials which address stated learning objectives.
- d. The student will develop questions to use as devices for the oral testing of learning objectives.

## OUTLINE (Short Lecture)

### I. INTRODUCTION

A. Primary Indication of the Effectiveness of Leadership Training.

B. Three Ways To Measure Training Effectiveness

1. Orally

2. In Writing

3. Through Performance

### II. MOTIVATE

A. General Information on Learning Objectives

B. Specific Information on Oral Testing

### III. PURPOSE AND MAIN IDEAS

A. Provide Procedures and Skills To Test Stated Learning Objectives Orally

B. Description of Learning Objectives

- C. Performance-Oriented Verbs
- D. Knowledge/Mental Skill-Oriented Learning Objectives
- E. Attitude-Oriented Learning Objectives
- F. Review of Learning Objectives in Educational Materials
- G. Oral Testing of Learning Objectives

#### IV. LEARNING OBJECTIVES

#### V. BODY

- A. Description of Learning Objectives
  - 1. Terminal Objectives
  - 2. Enabling Objectives
- B. Performance-Oriented Verbs
- C. Knowledge/Mental Skill-Oriented Learning Objectives
- D. Attitude-Oriented Learning Objectives
- E. Review of Learning Objectives in Educational Materials



F. Oral Testing of Learning Objectives

VI. OPPORTUNITY FOR QUESTIONS AND COMMENTS

VII. SUMMARY

## Annex A

### ORAL TESTING OF LEARNING OBJECTIVES

#### Listing of Learning Objectives and Page Numbers on Which the Objectives Are Addressed

##### Chapter One

Learning Objective #1: Upon completion of this chapter and as discussed in class, each Marine will be able to explain why human relations problems are a challenge to Marine leadership (Pages 1-3 through 1-6).

Learning Objective #2: Upon completion of this chapter and as discussed in class, each Marine will be able to explain why Marines must teach themselves to support and defend our Constitution on the basis of reason rather than on the basis of emotions (Pages 1-12 through 1-14).

Learning Objective #3: Upon completion of this chapter and as discussed in class, each Marine will be able to explain why some Americans may feel left out or alienated in our society and, further, how we can help correct this problem within the Marine Corps (Pages 1-4 through 1-7).

Learning Objective #4: Upon completion of this chapter and as discussed in class, each Marine will be able to list and explain the four peacetime weapons that develop personal confidence and moral courage in the Marine (Page 1-15).

##### Chapter Two

There are no learning objectives since this chapter provides background information only.

##### Chapter Three

Learning Objective #1: Upon completion of this period and as discussed in class, each Marine will be able to explain how the traits and principles of leadership must be used by Marines to solve contemporary problems (Pages 3-6 through 3-12).

Learning Objective #2: Upon completion of this period and as discussed in class, each Marine will be able to recount the views expressed by other Marines and other members of the group (Entire chapter).

## Chapter Four

Learning Objective #1: Upon completion of this chapter and as discussed in class, each Marine will be able to draw and explain the illustration of the dual-life value (Pages 4-21 and 4-22).

Learning Objective #2: Upon completion of this chapter and as discussed in class, each Marine will be able to explain the relationship between the Dual-Life-Value Theory of Human Nature and the USMC philosophy of duty and discipline (Pages 4-34 through 4-38).

Learning Objective #3: Upon completion of this chapter and as discussed in class, each Marine will be able to explain points of disagreement expressed by other Marines in the discussion of these issues (Entire chapter).

Learning Objective #4: Upon completion of this chapter and as discussed in class, each Marine will be able to demonstrate, by participation in the discussion, a respect for views and theories that have been expressed by others (Entire chapter).

Learning Objective #5: Upon completion of this chapter and as discussed in class, each Marine will be able to explain:

- (A) The life or death meaning of freedom, equality, and order (Pages 4-39 through 4-43);
- (B) The emotional nature of human beings (Pages 4-30 and 4-31);
- (C) The rational nature of human beings (Pages 4-32 and 4-33);
- (D) Our most basic cultural values (Pages 4-5 through 4-7); and
- (E) The roles that both violence and love play in human affairs (Pages 4-34 through 4-37).

## Chapter Five

Learning Objective #1: Upon completion of this chapter and as discussed in class, each Marine will be able to describe the obligation found in the first article of the Code of Conduct (Page 5-5).

Learning Objectives #2: Upon completion of this chapter and as discussed in class, each Marine will be able to explain how Marines can help defend the American way of life throughout their lives, in peacetime as well as in combat (Page 5-5).

Learning Objective #3: Upon completion of this chapter and as discussed in class, each Marine will be able to explain, using the tree illustration of the ideal government, why a small, poor, and troubled country with a strong, centralized, and corrupt government might still be a developing democracy (Pages 5-6 through 5-8).

Learning Objective #4: Upon completion of this chapter and as discussed in class, each Marine will be able to explain the most practical, life-or-death meaning of democracy in relation to dictatorship (Page 5-17).

Learning Objective #5: Upon completion of this chapter and as discussed in class, each Marine will be able to explain the possible mistake that Communists make about human nature which will probably result in a permanent dictatorship in modern Communist countries (Page 5-15).

Learning Objective #6: Upon completion of this chapter and as discussed in class, each Marine will be able to explain how a self-only view of human nature threatens to undercut discipline (Page 5-14).

Learning Objective #7: Upon completion of this chapter and as discussed in class, each Marine will be able to explain why dictatorships develop in countries where the people might prefer democracy (Pages 5-27 through 5-32).

Learning Objective #8: Upon completion of this chapter and as discussed in class, each Marine will be able to explain why and how the U.S. military must be considered a democratic institution, rather than a dictatorship (Pages 5-18 through 5-19).

Learning Objective #9: Upon completion of this chapter and as discussed in class, each Marine will be able to explain why Marines must be absolutely obedient in combat and therefore must develop that obedience through daily training (Pages 5-19 through 5-21).

# ICEBERG CHART OF HUMAN CONFLICT

Subcourse 0310

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Part One Detailed Outline	II-R-1
Part Two Student Outline	II-R-5
Annex A Blank Iceberg Charts	II-R-8

## ICEBERG CHART OF HUMAN CONFLICT

### Instructor Notes

These materials are to be presented during the period in which "USMC Leadership Discussion Leader Manual, NAVMC 2656A," Subcourse 0403, is being used. Do not schedule this subcourse on the training outline since it is best used whenever you reach the analysis of Page 1-5, NAVMC 2656A.

Four tasks are to be accomplished during this period of instruction (See the "Main Ideas" paragraph of the detailed outline). Use the USMC Leadership Discussion Leader Manual, NAVMC 2656A, Page 1-5 for the first three. The student outline contains two blank icebergs for use in the fourth task. Instructors are encouraged to be flexible in presenting this instruction. If the group indicates good understanding after Task #1, then go directly to Task #3 or #4.

Part One consists of a detailed outline. Instructors are encouraged to develop and use training aids and/or other devices designed to enhance this instruction. They are also encouraged to use their own words.

Part Two consists of a student outline with adequate space provided for the students to take notes. The students should receive their outlines in sufficient time to read the lesson purpose, student references, learning objectives, and student assignment prior to hearing the lecture.

# ICEBERG CHART OF HUMAN CONFLICTS

## Detailed Outline

### INTRODUCTION

1. GAIN ATTENTION. The Iceberg Chart of Human Conflicts is a part of both basic and annual leadership training. As a discussion leader, you must be thoroughly familiar with it and able to explain it in terms that are understandable and meaningful to most Marines. If used appropriately, you will find the chart helpful in explaining the relationship between superficial leadership problems and their underlying causes.

2. MOTIVATE. During this period of instruction, we will provide you with general information about the Iceberg Chart and show you how to use it.

### 3. PURPOSE AND MAIN IDEAS

a. Purpose. The purpose of this period of instruction is to provide you with an opportunity to practice using the Iceberg Chart in determining the underlying causes of leadership problems and in explaining the causes to Marines.

b. Main Ideas. During this instruction we will accomplish four major tasks:

(1) Using "theft" as a sample leadership problem, I will explain the use of the Iceberg Chart in trying to find its underlying causes;

(2) Using another example of a leadership problem, we will complete the various levels of the Iceberg Chart together;

(3) One of you will be asked to trace a third leadership problem all the way down the iceberg, with help from other Marines in the group, if necessary; and

(4) Working independently, each of you will trace a leadership problem of your own choosing down the chart.

4. LEARNING OBJECTIVES. Upon completion of this period of instruction, and without the aid of references and notes, the student will be able to:

a. Determine the underlying causes of some of the leadership problems caused by human conflict; and

b. Explain the underlying causes to Marines in terms that are understandable and meaningful.

TRANSITION. Refer to one of the Iceberg Charts in Annex A of your outline as I work through the problem of theft perpetuated on a white Marine by a black Marine. How can we use the Iceberg Chart to do so?

## BODY

### 1. REVIEW OF CHART USING "THEFT"

Theft of this nature may have its roots just below the surface, in power group prejudice and/or out group resentments. Perhaps the black Marine came from an area where white prejudice was so strong that productive work was not available to Blacks and their only livelihood could be found in stealing. Or perhaps black resentment against such prejudice was so bitter that any white person seemed to be a 'legitimate' target for retaliation.

At the next level, perhaps the item stolen was a needed government issue, and the black Marine was unaware that appropriate steps could be taken to replace his own lost article without severe penalty. Perhaps his drill instructor or platoon sergeant told him, "A Marine never loses anything." Or, perhaps he had so frequently heard Whites say, "They are all thieves," that he decided he might as well live up to his reputation.



At a still deeper level, the roots of the theft might lie in a confusion about the reasons for wealth and poverty. Having worked hard all his life with little beyond bare survival to show for his efforts, the black Marine may feel that the white Marine secured his relative wealth through easy means, or as a result of unfair advantages in society because of his color. In either case, the black Marine may feel that the theft is justified.

At the deepest level, the black Marine may feel that it's a dog-eat-dog world and that everyone is looking out only for him/herself. His way of doing so is to steal.

TRANSITION. That's basically how this chart is used. Now, let's go through it a couple of times for further clarification.

2. COMPLETION OF AN EXAMPLE. This time, let's use "disobedience" as the leadership problem and say that a lance corporal has been disobedient to a woman Marine officer. (GRADE/NAME), can you see the possibility of any power group and/or out group resentment here? (NOTE: Remain at each level of the iceberg until the point is made and understood.) Can anyone give an example of how false information could be involved? What about wealth and poverty? And how about here--all the way down at the human nature level?

3. TRACE A LEADERSHIP PROBLEM DOWN THE CHART. Is there anyone who would like to try tracing another leadership problem all the way to the bottom of the Iceberg Chart? How about you, (GRADE/NAME)?

4. WORK INDEPENDENTLY. Working alone, practice tracing leadership problems through the levels of the Iceberg Chart. I'll be walking around to assist anyone who needs help.

OPPORTUNITY FOR QUESTIONS AND COMMENTS

SUMMARY

The Iceberg Chart is one of the best tools we have to assist in finding the underlying causes of some of the leadership problems

we face. As leaders, and especially as discussion leaders, we must be able to use this tool effectively in order to help our Marines understand these troublesome issues.

## H E A D I N G

### ICEBERG CHART OF HUMAN CONFLICTS

#### Student Outline

LESSON PURPOSE: To provide the student with an opportunity to practice using the Iceberg Chart in determining the underlying causes of leadership problems and in explaining the causes to Marines.

STUDENT REFERENCES: USMC Leadership Discussion Leaders Manual,  
NAVMC 2656A, Pages 1-4 and 1-5  
USMC Annual Leadership Training, NAVMC 2657,  
Pages A-6-9 through A-6-11

LEARNING OBJECTIVES: Upon completion of this period of instruction, and without the aid of references and notes, the student will be able to:

- a. Determine the underlying causes of some of the leadership problems caused by human conflict; and
- b. Explain the underlying causes to Marines in terms that are understandable and meaningful.

#### STUDENT ASSIGNMENT:

- a. The student will listen to a 5-minute lecture on the Iceberg Chart.
- b. The student will participate in tracing a leadership problem from the tip of the iceberg through its various levels.
- c. Working independently, the student will trace leadership problems through the various levels of the iceberg.

## OUTLINE (5-Minute Lecture)

### I. INTRODUCTION

### II. PURPOSE AND MAIN IDEAS

#### A. Purpose

#### B. Main Ideas

1. Instructor Reviews Chart
2. Students Help Complete Each Level
3. Individual Student Traces Problems
4. Independent Work

### III. LEARNING OBJECTIVES

### IV. BODY

#### A. Review of Chart Using "Theft"

1. Power Group Prejudice and/or Out Group Resentments
2. Ignorance, Myth, Misunderstanding, Lack of Information

3. Confusion about the Reasons for Wealth and Poverty

4. Confusion about the Nature of Human Beings

B. Students Help Complete Each Level

C. Individual Student Completes All Levels

D. Independent Work

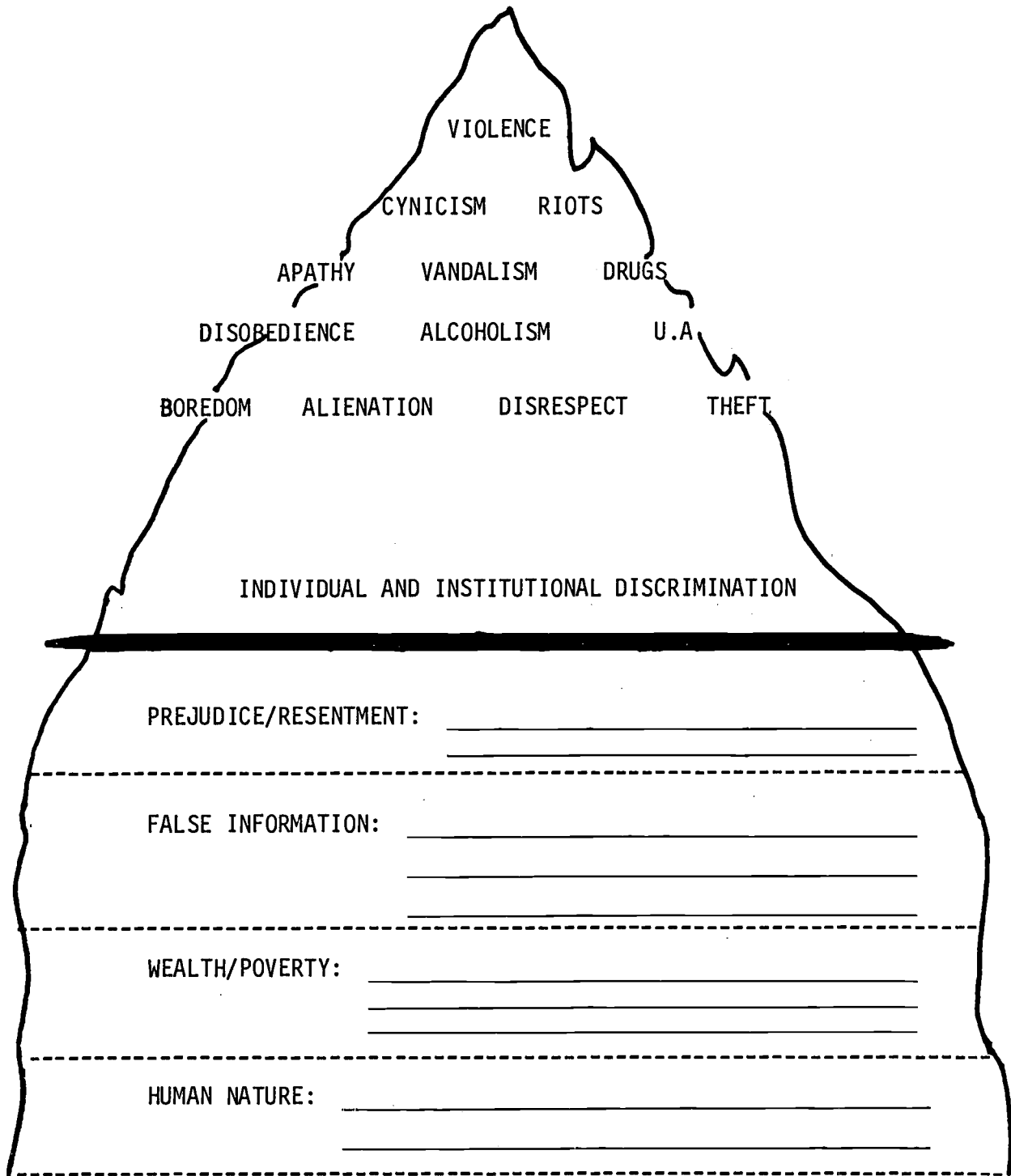
V. OPPORTUNITY FOR QUESTIONS AND COMMENTS

VI SUMMARY

Annex A

ICEBERG CHART OF HUMAN CONFLICT

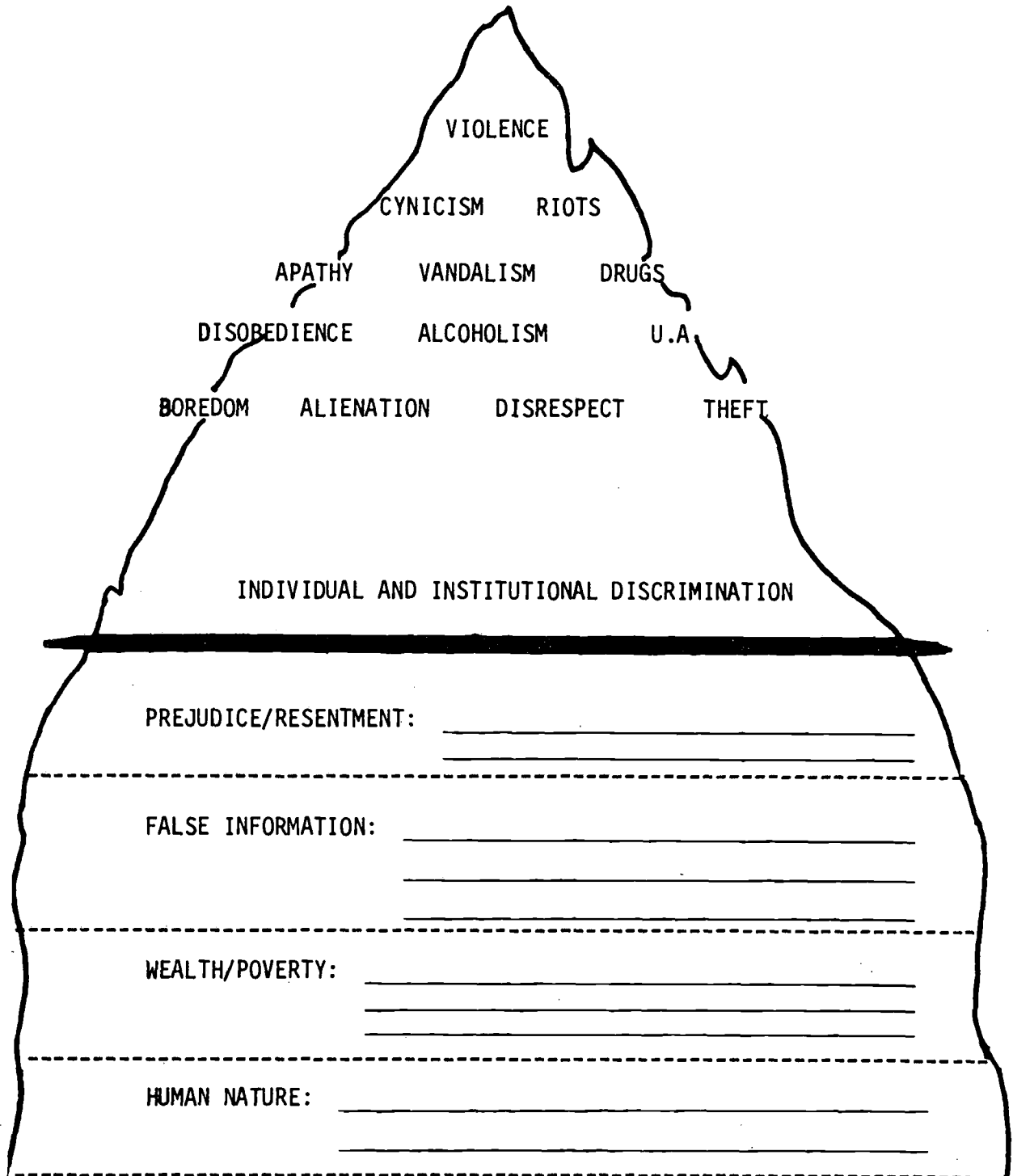
Blank Iceberg Charts



ICEBERG CHART OF HUMAN CONFLICTS

# ICEBERG CHART OF HUMAN CONFLICT

## Blank Iceberg Charts



ICEBERG CHART OF HUMAN CONFLICTS

II-R-9

THE BIG PICTURE OF USMC LEADERSHIP

Subcourse 0311

	<u>Page</u>
Instructor Notes	II-S-ii



## THE BIG PICTURE OF USMC LEADERSHIP

### Instructor Notes

This subcourse is to be presented during the discussion leaders' course so that the officers and staff noncommissioned officers may learn how to use the Big Picture as an optional aid during leadership training. USING A CHALKBOARD, INSTRUCTORS SHOULD DEVELOP THE BIG PICTURE IN CONJUNCTION WITH A DISCUSSION OF CHAPTER THREE, USMC LEADERSHIP DISCUSSION MANUAL, NAVMC 2656B DURING SUBCOURSE 0401. As the various aspects of leadership are covered in the materials, they should be entered on the board. For example, the goals or responsibilities of leadership (mission accomplishment/troop welfare) on Page 3-3 are the first elements to be covered in the chapter. Therefore, the first element to be written on the board is: RESPONSIBILITIES: MISSION ACCOMPLISHMENT/TROOP WELFARE. Included in these notes is a suggested step-by-step presentation of each of the elements of the Big Picture, indicating the page where each is covered in the chapter. Upon completion of Chapter Three, the Big Picture would also be completed.

The following step-by-step approach is suggested:

<u>Step</u>	<u>Element</u>	<u>Page</u>
No. 1	<u>Responsibilities</u> : Mission Accomplishment/ Troop Welfare	3-3
No. 2	<u>Indicators</u> : Proficiency (Combat Readiness), Discipline, Esprit, Morale	3-4
No. 3	<u>Definition</u> : Intellect, Human Understanding, and Moral Character	3-4

(NOTE: BRACKET STEPS ONE THROUGH THREE.)

<u>Step</u>	<u>Element</u>	<u>Page</u>
No. 4	<u>Traits:</u> Knowledge, Decisiveness, Initiative, Enthusiasm, Bearing, Judgment, Tact, Integrity, Justice, Courage, Endurance, Unselfishness, Loyalty, Dependability  (NOTE: PLACE UNDER THE QUALITIES OF LEADERSHIP, AS INDICATED ON PAGE 3-19b OF NAVMC 2656A.)	3-6
No. 5	<u>Principles (Applied):</u>	3-8
No. 6	<u>Know Yourself</u> Develop yourself, etc.	3-9
No. 7	<u>Know Your Troops</u> Develop troops, etc.	3-9
No. 8	<u>Know Your Job</u> Develop professionalism, etc.	3-10
No. 9	Problems: U.A., Permissiveness, Drugs, Race, etc.	3-12
No. 10	<u>Problem Solving:</u>  (NOTE: DRAW ARROW FROM "PROBLEM SOLVING" TO BRACKET ENCLOSING STEPS ONE THROUGH THREE. DRAW ARROW FROM "PRINCIPLES (APPLIED)" TO "PROBLEM SOLVING." DRAW ARROW FROM "TRAITS" TO "PROBLEM SOLVING.")	3-13
No. 11	1. Recognize	3-13
No. 12	2. Analyze:	3-14
No. 13	A. Human Nature	3-14
No. 14	B. Situation	3-16
No. 15	3. Act	3-17
No. 16	*Footnote: Command, Leadership, Management, Authority	3-19(a)

Upon completion of Step #16, Chapter Three will be completed. Refer to the Discussion Leader Note on Page 3-12 of USMC Leadership Discussion Leader Manual, NAVMC 2656A and draw the connecting lines that are considered appropriate to the solution of race problems. Although the procedure might appear redundant, it will help your Marines more fully appreciate the usefulness of constructing the Big Picture on a chalkboard. If the students participated in the practical-application phase indicated on Page 3-12, NAVMC 2656A, direct them to the exercises contained in these notes. If they did not complete the practical-application phase, have them do so before proceeding with the following exercise.

Conduct the exercise as follows:

- a. Give the students sufficient time to study the Big Picture on the chalkboard and make notes if desired.
- b. Distribute Big Picture Chart #1, and have each student fill in the blanks. Once the chart is completed, have them draw connecting lines for a specific problem. Call on one or two students to present: (1) missing elements; (2) problem to be solved; (3) connecting lines and rationale; and (4) possible solutions.
- c. On the following training day, have the students complete Chart #2 and draw connecting lines. Have selected Marines brief the group.
- d. Have the students complete Chart #3 on the next training day.
- e. Have the students complete Chart #4 within 7 training days of the initial presentation of the Big Picture. Have the students turn in these charts to the instructor. Instructors should review the charts to determine if the students can construct the Big Picture. Repeat Step e (Chart #4), as appropriate, until all students have mastered it.

Instructors are encouraged to inform the students of the sequence and procedures to be used in teaching them to con-

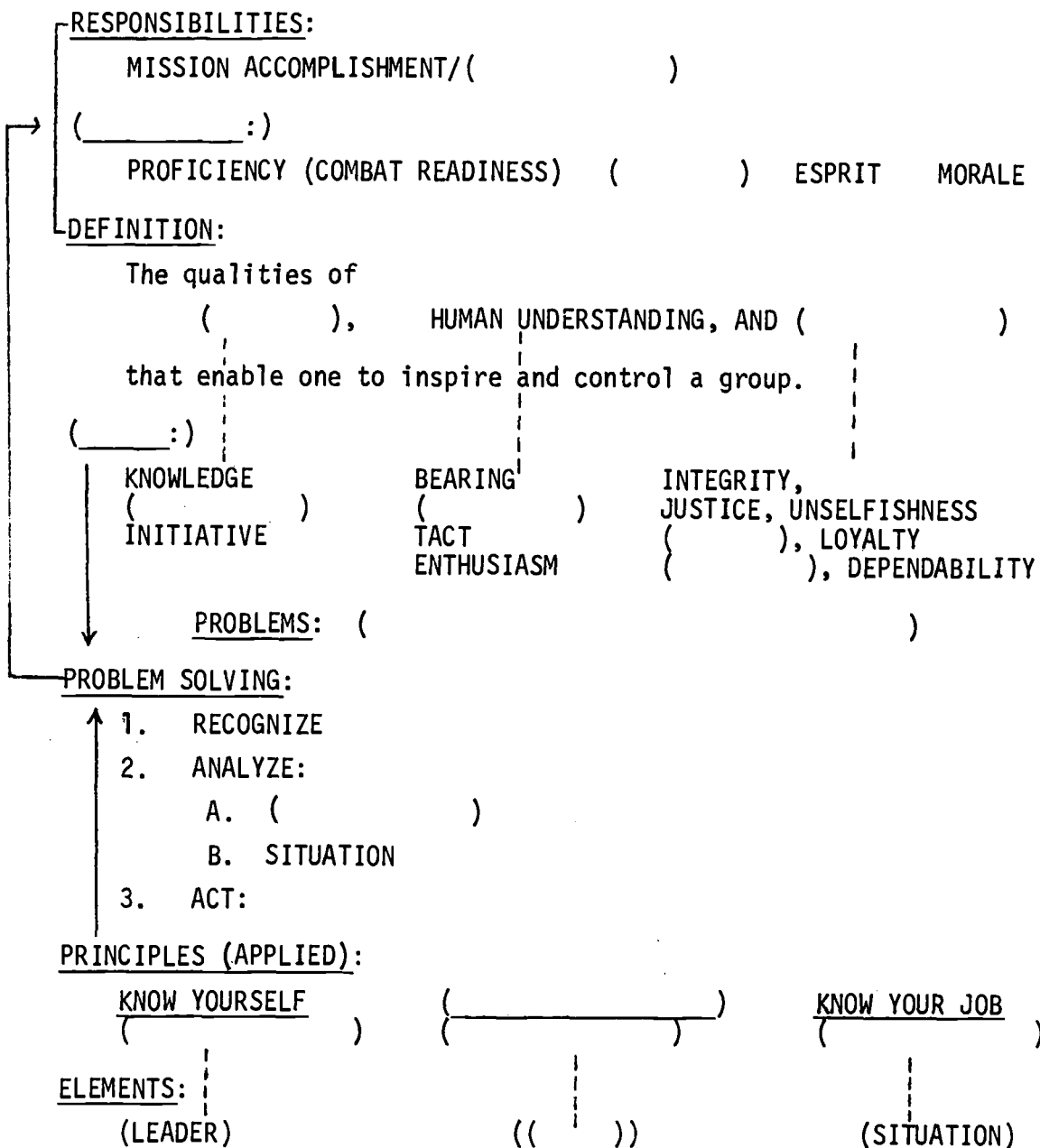
struct the Big Picture, determine connecting lines, and explain the rationale for those lines.

No student outline is provided for this period of instruction since it is considered an integral part of Subcourse 0401, "USMC Leadership Discussion Manual, NAVMC 2656B." It is presented separately for purposes of simplicity, format, and emphasis.

Instructors are encouraged to supplement these materials as desired.

# THE BIG PICTURE OF USMC LEADERSHIP\*

## Chart No. 1

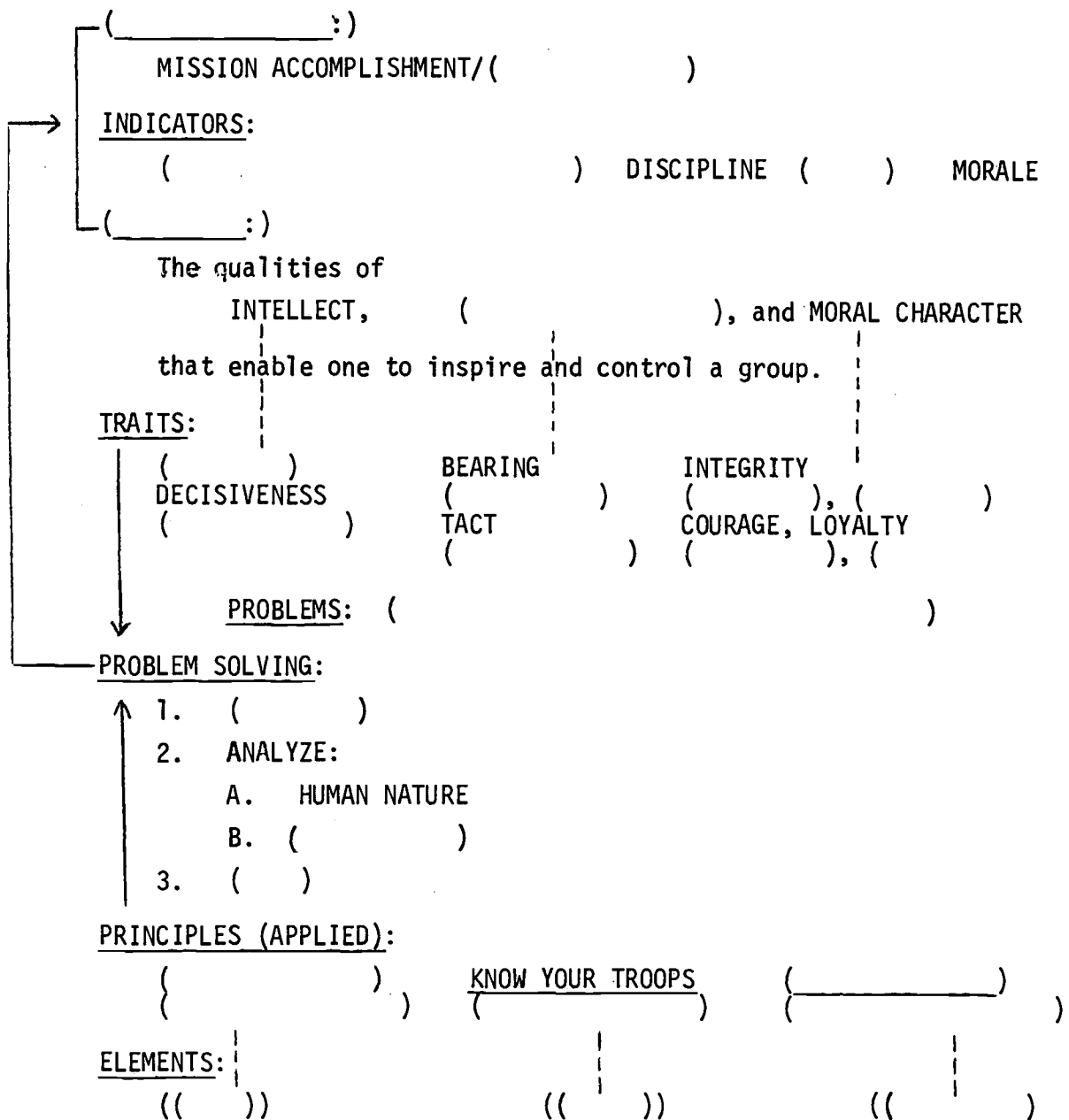


\*Footnote:



# THE BIG PICTURE OF USMC LEADERSHIP\*

## Chart No. 2

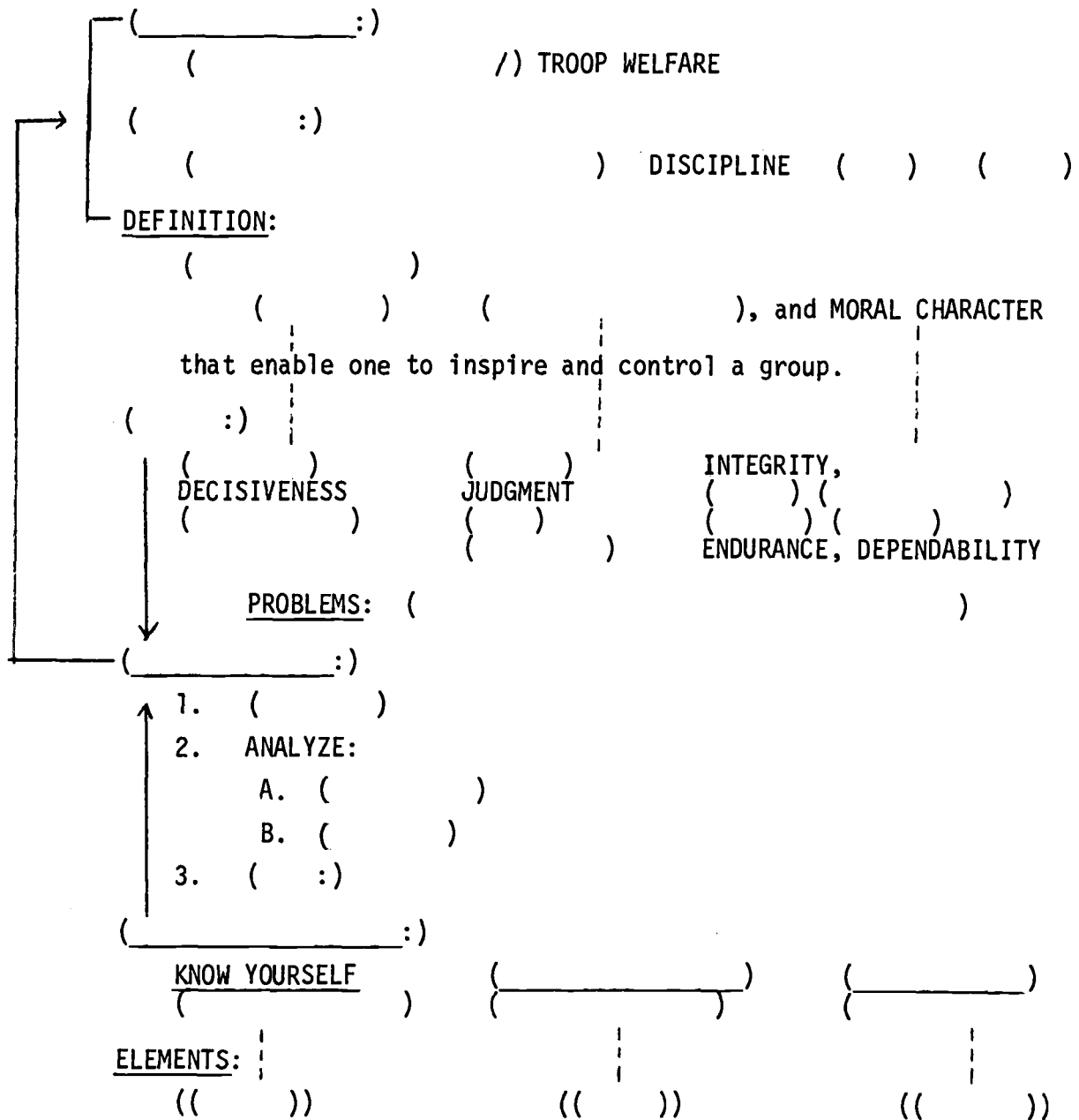


\*Footnote:



# THE BIG PICTURE OF USMC LEADERSHIP\*

Chart No. 3



\*Footnote:



THE BIG PICTURE OF USMC LEADERSHIP\*

Chart No. 4



USE AND CONTROL OF  
TEAMS OF 4 OR 5 MARINES  
Subcourse 0312

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USE AND CONTROL OF  
TEAMS OF 4 OR 5 MARINES

Instructor Notes

The use and control of teams of 4 or 5 Marines during leadership training are not considered difficult tasks requiring formal or in-depth instruction. Pass out the student advance sheet with Annex A prior to presenting Subcourse 0308, "Development of Leadership Situations and Action Assignments." When the instructor determines that Annex A has been read, call for and answer any questions.

Part One is a student advance sheet which indicates the purpose, learning objectives, and student assignments for this subcourse.

Annex A contains information on the use and control of teams of 4 or 5 Marines.

Upon completion of this subcourse, utilize teams of 4 or 5 Marines whenever appropriate in the conduct of discussion leader training, e.g., in Subcourse 0310, "Iceberg Chart of Human Conflict," or Subcourse 0311, "The Big Picture of USMC Leadership."

USE AND CONTROL OF  
TEAMS OF 4 OR 5 MARINES

Student Advance Sheet

LESSON PURPOSE: To provide the student with information concerning the use and control of teams of 4 or 5 Marines.

STUDENT REFERENCES: None

LEARNING OBJECTIVES: Upon review of Annex A to this advance sheet and discussion with the instructor, and without the aid of references and notes, the student will be able to demonstrate the proper use and control of teams of 4 or 5 Marines.

STUDENT ASSIGNMENT:

- a. The student will review Annex A before receiving further instructions from the instructor.
- b. The student will discuss the use and control of teams of 4 or 5 Marines with the instructor.

## Annex A

### USE AND CONTROL OF TEAMS OF 4 OR 5 MARINES

#### Background

As a result of the recommendations submitted to Headquarters by various field commands, research has been conducted into the use of the mini- or microteam discussion technique. Several direct and indirect benefits have been found to accompany this approach:

- a. The regular, larger discussion group develops a better dialogue because all members are able to contribute more at an earlier point in the discussion.
- b. More leaders are given the opportunity to participate in the role of discussion leader.
- c. After allowing the teams to discuss a topic, the debrief usually results in a more direct discussion of the materials.
- d. In conjunction with Number 2 above, the traditional leaders are forced to become familiar with the topic matter and discussion leading techniques.

#### Instructions

- a. Size. No more than four teams should be formed in any discussion group.
- b. Composition. At least one leader should be assigned to each team of 4 or 5 Marines. Additionally, minority and women Marines should be spread out on as many teams as possible.
- c. Facilities. If possible, the teams should be split up into separate rooms or at least no more than two in any one room. The rooms should be close together so the discussion leader can walk between/among them and answer questions.

d. Membership. Rotate the membership of the teams with each topic.

e. Team Leader.

(1) The senior member of the team shall be designated as the team leader.

(2) The team leader shall direct the discussion within his/her team in accordance with the guidance contained in the topic to be discussed.

(3) The discussion leader will brief the team leaders concerning the above prior to the teams' discussion of a topic.

(4) The team leader should keep notes concerning the ideas of individual members so that proper recognition can be made during the debrief when appropriate.

USMC LEADERSHIP  
DISCUSSION MANUAL  
NAVMC 2656B

Subcourse 0401

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USMC LEADERSHIP  
DISCUSSION MANUAL

NAVMC 2656B

Instructor Notes

These materials are to be presented during discussion leaders' training in order to demonstrate to the officers and staff noncommissioned officers the proper and effective conduct of guided discussions by a competent instructor. A secondary purpose is to provide the trainees with an understanding of the philosophical concepts and related ideas/issues which are contained in the basic leadership manual.

The following methodology should be used:

a. An instructor will serve as the discussion leader for this entire period of instruction. This Marine will use USMC Leadership Discussion Leader Manual, NAVMC 2656A.

b. Discussion leader trainees are to receive and use the USMC Leadership Discussion Manual, NAVMC 2656B during this entire period of instruction.

c. The instructor will conduct a guided discussion for a period of 10 hours in the following manner:

(1) The points and pages indicated in Part Five, Section B ("Study of NAVMC 2656A") of USMC Annual Leadership Training, NAVMC 2657 (Pages B-5-2 through B-5-3) will form the basis for the discussion of the Preface and Chapters One and Three of the basic leadership materials. Do not cover Pages viii to xx.

(2) Chapter Two will be covered by presenting the information contained on Pages 2-1 through 2-2(a) of the discussion leader manual (NAVMC 2656A) to the group after you have completed Chapter One. Turn quickly through Pages 2-3 through 2-23, making points as you proceed.

(3) Chapters Four and Five should be covered using the checkmarked pages and paragraphs as a guide.

This period of instruction may be used to advantage to teach students how and when to use summaries. Emphasis on summaries can also motivate the student to pay close attention to the discussions. After you have taken the group through the first three or four hours of this subcourse, using summaries at appropriate times, paraphrase the following to the group:

"To this point, I have been summarizing the discussions when appropriate. However, from now on, I will ask you to summarize so that you will become familiar with summaries and realize at this early stage how important they are. They will be covered in a later subcourse on discussion leading, but we're going to get you involved now so you'll have an opportunity to practice.

"First, let me give you some general information about summaries. Take some notes if you find it helpful.

"The main purpose of summaries is to clarify conclusions that the group has made about a specific issue. They are also used to reemphasize some difficult concept or theory that the group has been discussing. A summary can be used as a transition from one issue to the next. They should also be used prior to the group breaking for coffee or for the day. A short summary is your opportunity to pull the group back together, particularly if there has been disagreement on crucial issues.

"Rules covering the use of summaries are relatively simple. They should be short and to the point. Use them to teach when you feel that the point may have been missed. Prepare them well. Don't oversummarize



for the sake of time, and remember to build up your group by giving them credit as you summarize. Finally, use questions to make your summaries more interesting.

"From time to time I will call on one of you to summarize our discussions. As you have heard, there will be many opportunities to do so. Let's move on!"

At appropriate points in the discussion, randomly select a student to summarize. Critique each one yourself. Also ask other students to critique. Since summaries are considered relatively briefly in the subcourse on discussion leading, do not be concerned with redundancy here.

USMC LEADERSHIP  
DISCUSSION MANUAL

NAVMC 2656B

Student Advance Sheet

LESSON PURPOSE: To provide the student with an understanding of the philosophical concepts and related ideas/issues contained in the USMC Leadership Discussion Manual, NAVMC 2656B,

LEARNING OBJECTIVES: Upon completion of this period of instruction, with the aid of references and notes, and as discussed in class, the student will be able to discuss the fundamentals of Marine Corps leadership to include human relations.

STUDENT REFERENCES: USMC Leadership Discussion Manual, NAVMC 2656B

STUDENT ASSIGNMENT:

- a. The student will participate in a guided group discussion of NAVMC 2656B.
- b. There are no student preparation requirements for this training period.

USMC ANNUAL LEADERSHIP TRAINING

NAVMC 2657

Subcourse 0402

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## USMC ANNUAL LEADERSHIP TRAINING

NAVMC 2657

### Instructor Notes

This period of instruction is to be presented so that the officers and staff noncommissioned officers may become familiar with the annual training materials prior to beginning "Student-Led Discussions," Subcourse 0304. It is not intended that instructors conduct a guided discussion of the entire manual. Rather, it is recommended that the period be conducted in the following manner:

a. Have the students review NAVMC 2657 prior to class, with a view toward its use in the field.

b. Ask questions concerning the students' understanding of, or problems anticipated with, each part of the manual, e.g., Foreword, Leadership Program Outline, Preface, Part One of Section A, etc. Do not spend time on those parts of the materials that appear to be understood and with which no apparent problems are indicated.

c. When Section B, Part Six, Individual Action is reached, conduct a regular guided discussion. Begin the discussion on Page B-6-7. This section is designed to clarify the individual action program and to demonstrate how it becomes an important component of the leadership program. Discussion leaders must thoroughly understand this vital component in order to manage individual action by their Marines.

It is recommended that three hours be scheduled on the training outline for this period of instruction.

# USMC ANNUAL LEADERSHIP TRAINING

NAVMC 2657

## Student Advance Sheet

LESSON PURPOSE: To provide the student with an overview of USMC Annual Leadership Training, NAVMC 2657.

STUDENT REFERENCES: USMC Annual Leadership Training, NAVMC 2657

LEARNING OBJECTIVES: Upon completion of this period of instruction, and with the aid of references and notes, the student will be able to explain the administration and implementation of NAVMC 2657.

### STUDENT ASSIGNMENT:

- a. The student will review USMC Annual Leadership Training, NAVMC 2657, prior to attending class.
- b. The student will listen to highlights of the manual as presented by the instructor.
- c. The student will participate in a detailed discussion of Section B, Part Six (Individual Action), "A Set of Discussion Materials."
- d. The student is not required to review Part Five of Sections A or B, (Study/Review of NAVMC 2656A (Extract)) in preparation for this instruction.

USMC LEADERSHIP  
DISCUSSION LEADER MANUAL  
NAVMC 2656A  
Subcourse 0403

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USMC LEADERSHIP  
DISCUSSION LEADER MANUAL  
NAVMC 2656A  
Instructor Notes

These materials are to be presented prior to "Student-Led Discussions," Subcourse 0304, and should be closely followed or preceded by "USMC Annual Leadership Training, NAVMC 2657," Subcourse 0402. It is recommended that this period of instruction be conducted in the following manner:

- a. Have the students review NAVMC 2656A during regular classroom time. Allow approximately one-half hour for the review.
- b. Cover Pages viii to xx in detail, since they contain information that is useful to discussion leaders.
- c. Proceed through the manual, emphasizing those elements of the manual that are different from NAVMC 2656B, e.g., Discussion Leader Notes (DLN's), information in lower- and uppercase type, answers in parentheses, and those pages numbered with an added letter, e.g., 1-11(a).
- d. Have the students begin reading the manual from front cover to back cover. Allow this reading in the classroom as time permits. Keep in mind that in order for a discussion leader to be able to paraphrase the material and/or put it into words that the "average" Marine can understand, he or she must know what is contained in the manual.

USMC LEADERSHIP  
DISCUSSION LEADER MANUAL  
NAVMC 2656A

Student Advance Sheet

LESSON PURPOSE: To provide the student with an overall knowledge of USMC Leadership Discussion Leader Manual, NAVMC 2656A.

STUDENT REFERENCES: USMC Leadership Discussion Leader Manual, NAVMC 2656A

LEARNING OBJECTIVES: Upon completion of this period of instruction, and with the aid of references and notes, the student will be able to:

- a. Describe the differences between NAVMC 2656A and NAVMC 2656B; and
- b. Explain the purposes of those differences.

STUDENT ASSIGNMENT:

- a. The student will briefly review the USMC Leadership Discussion Leader Manual, NAVMC 2656A.
- b. The student will listen to highlights of the manual as presented by the instructor.
- c. The student will read the entire manual.

NOTE: Student Assignment #3 is required because discussion leaders are expected to paraphrase and/or use words that the "average" Marine can understand. Therefore, discussion leaders must know what is in the manual.



RESOURCE DOCUMENT ON THE  
U.S. GOVERNMENT

Subcourse 0404

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RESOURCE DOCUMENT ON THE  
U.S. GOVERNMENT

Instructor Notes

These materials are to be presented to the officers and staff noncommissioned officers subsequent to the completion of Subcourse 0403, "USMC Leadership Discussion Leader Manual, NAVMC 2656A." They are considered a resource document for Chapters 4 and 5 and should be reviewed by the students during regular training time so that instructors can respond to questions. Instructors are encouraged to supplement these materials as desired.

The information in Annex A to this subcourse, Resource Document on the U.S. Government, was extracted from:

a. The Declaration of Independence and The Constitution of The United States of America, 93rd Congress, 2nd Session - House Document No. 93 - 415; and

b. Our American Government; What Is It? How Does It Function? 150 Questions and Answers, U.S. Government Printing Office, Washington: 1975.

They can be obtained from:

Government Printing Office  
(ATTN: Bookstore)  
North Capitol Street (between G & H), N.W.  
Washington, D.C. 20402

Their cost is \$.75 and \$.85, respectively.

Part One contains a student advance sheet with Annex A. Instructors should allow the students sufficient time to review Annex A before asking and answering any questions.

RESOURCE DOCUMENT ON THE  
U.S. GOVERNMENT

Student Advance Sheet

LESSON PURPOSE: To provide the student with a resource document that can be used as background information when presenting instruction in leadership training, particularly Chapter Five, USMC Leadership Discussion Leader Manual, NAVMC 2656A.

STUDENT REFERENCES: Annex A to this subcourse

LEARNING OBJECTIVES: Upon completion of this period of instruction, and with the aid of references and notes, the student will be able to explain specific items concerning the U.S. Government to Marines.

STUDENT ASSIGNMENT:

- a. The student will read Annex A.
- b. The student will receive additional information from the instructor.

## Annex A

### RESOURCE DOCUMENT ON THE U.S. GOVERNMENT

#### The Declaration of Independence

When in the Course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.

We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all Experience hath shewn, that Mankind are more disposed to suffer, while Evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed. But when a long Train of Abuses and Usurpations, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for

their future Security. Such has been the patient Sufferance of these Colonies; and such is now the Necessity which constrains them to alter their former Systems of Government. The History of the present King of Great-Britain is a History of repeated Injuries and Usurpations, all having in direct Object the Establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid World.

He has refused his Assent to Laws, the most wholesome and necessary for the public Good.

He has forbidden his Governors to pass Laws of immediate and pressing Importance, unless suspended in their Operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the Accommodation of large Districts of People, unless those People would relinquish the Right of Representation in the Legislature, a Right inestimable to them, and formidable to Tyrants only.

He has called together Legislative Bodies at Places unusual, uncomfortable, and distant from the Depository of their public Records, for the sole Purpose of fatiguing them into Compliance with his Measures.

He has dissolved Representative Houses repeatedly, for opposing with manly Firmness his Invasions on the Rights of the People.

He has refused for a long Time, after such Dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the Dangers of Invasion from without, and Convulsions within.

He has endeavoured to prevent the Population of these States; for that Purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their Migrations hither, and raising the Conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary Powers.

He has made Judges dependent on his Will alone, for the Tenure of their Offices, and the Amount and Payment of their Salaries.

He has erected a Multitude of new Offices, and sent hither Swarms of Officers to harrass our People, and eat out their Substance.

He has kept among us, in Times of Peace, Standing Armies, without the consent of our Legislatures.

He has affected to render the Military independent of and superior to the Civil Power.

He has combined with others to subject us to a Jurisdiction foreign to our Constitution, and unacknowledged by our Laws; giving his Assent to their Acts of pretended Legislation:

For quartering large Bodies of Armed Troops among us:

For protecting them, by a mock Trial, from Punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all Parts of the World:

For imposing Taxes on us without our Consent:

For depriving us, in many Cases, of the Benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended Offences:

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an arbitrary Government, and enlarging its Boundaries, so as to render it at once an Example and fit Instrument for introducing the same absolute Rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with Power to legislate for us in all Cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our Seas, ravaged our Coasts, burnt our Towns, and destroyed the Lives of our People.

He is, at this Time, transporting large Armies of foreign Mercenaries to compleat the Works of Death, Desolation, and Tyranny, already begun with circumstances of Cruelty and Perfidy, scarcely paralleled in the most barbarous Ages, and totally unworthy the Head of a civilized Nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the Executioners of their Friends and Brethren, or to fall themselves by their Hands.

He has excited domestic Insurrections amongst us, and has endeavoured to bring on the Inhabitants of our Frontiers, the merciless Indian Savages, whose known Rule of Warfare, is an undistinguished Destruction, of all Ages, Sexes and Conditions.

In every stage of these Oppressions we have Petitioned for Redress in the most humble Terms: Our repeated Petitions have been answered only by repeated Injury. A Prince, whose Character is thus marked by every act which may define a Tyrant, is unfit to be the Ruler of a free People.

Nor have we been wanting in Attentions to our British Brethren. We have warned them from Time to Time of Attempts by their Legislature to extend an unwarrantable Jurisdiction over us. We have reminded them of the Circumstances of our

Emigration and Settlement here. We have appealed to their native Justice and Magnanimity, and we have conjured them by the Ties of our common Kindred to disavow these Usurpations, which, would inevitably interrupt our Connections and Correspondence. They too have been deaf to the Voice of Justice and of Consanguinity. We must, therefore, acquiesce in the Necessity, which denounces our Separation, and hold them, as we hold the rest of Mankind, Enemies in War, in Peace, Friends.

We, therefore, the Representatives of the UNITED STATES OF AMERICA, in General Congress, Assembled, appealing to the Supreme Judge of the World for the Rectitude of our Intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly Publish and Declare, That these United Colonies are, and of Right ought to be, Free and Independent States; that they are absolved from all Allegiance to the British Crown, and that all political Connection between them and the State of Great-Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm Reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

Signed by Order and in Behalf of the Congress,  
JOHN HANCOCK, President.



The Constitution  
of the United States  
of America  
(Extracts)

We, the People of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

Article I.

Section 1. All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of members chosen every second year by the people of the several states, and the electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislature.

No person shall be a representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state in which he shall be chosen. . . .

Section 3. The Senate of the United States shall be composed of two senators from each state, \*[chosen by the legislature thereof,] for six years; and each senator shall have one vote. . . .

No person shall be a senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state for which he shall be chosen.

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\*The clause enclosed by brackets was changed by clause I of Amendment XVII to read "elected by the people thereof."

The Vice-President of the United States shall be President of the senate, but shall have no vote, unless they be equally divided. . . .

The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no person shall be convicted without the concurrence of two-thirds of the members present. . . .

Section 5. Each house shall be the judge of the elections, returns and qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties as each house may provide.

Each house may determine the rules of its proceedings, punish its members for disorderly behaviour, and, with the concurrence of two-thirds, expel a member . . . .

Section 8. The Congress shall have power

To lay and collect taxes, duties, imposts and excises, to pay the debts and provide for the common defence and general welfare of the United States; but all duties, imposts and excises shall be uniform throughout the United States; . . .

To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water;

To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years;

To provide and maintain a navy;

To make rules for the government and regulation of the land and naval forces;

To provide for calling forth the militia to execute the laws of the union, suppress insurrections and repel invasions; . . .

## II.

Section 1. The executive power shall be vested in a president of the United States of America. He shall hold his office during the term of four years, and, together with the vice-president, chosen for the same term. . . .

No person except a natural born citizen, or a citizen of the United States, at the time of the adoption of this constitution, shall be eligible to the office of president; neither shall any person be eligible to that office who shall not have attained to the age of thirty-five years, and been fourteen years a resident within the United States. . . .

Before he enter on the execution of his office, he shall take the following oath or affirmation:

"I do solemnly swear (or affirm) that I will faithfully execute the office of president of the United States, and will to the best of my ability, preserve, protect and defend the constitution of the United States."

Section 2. The president shall be commander in chief of the army and navy of the United States, and of the militia of the several States, when called into the actual service of the United States. . . .

Section 4. The president, vice-president and all civil officers of the United States, shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors.

## III.

Section 1. The judicial power of the United States, shall be vested in one supreme court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the supreme and inferior courts, shall hold their offices during good behaviour, and shall, at stated times, receive for their services, a compensation, which shall not be diminished during their continuance in office. . . .

V.

The Congress, whenever two-thirds of both houses shall deem it necessary, shall propose amendments to this constitution, or, on the application of the legislatures of two-thirds of the several states, shall call a convention for proposing amendments, which, in either case, shall be valid to all intents and purposes, as part of this constitution, when ratified by the legislatures of three-fourths of the several states, or by conventions in three-fourths thereof, as the one or the other mode of ratification may be proposed by the Congress. . . .

Amendments  
to the Constitution

Article I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Article II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Article III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

#### Article IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

#### Article V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

#### Article VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

#### Article VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be pre-

served, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

#### Article VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

#### Article IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

#### Article X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people. . . .

#### Article XIII

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction. . . .

#### Article XIV

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws. . . .

Article XV

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude . . . .  
.....

Article XVIII

Section 1. After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited. . . .

Article XIX

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex. . . .  
.....

Article XXI

Section 1. The eighteenth article of amendment to the Constitution of the United States is hereby repealed. . . .  
.....

Article XXIV

Section 1. The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax . . . .  
.....

Article XXVI

Section 1. The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age. . . .

Our American Government;  
What Is It? How Does It Function?\*

(Extracts)

Democracy and Its American Sources

1. What form of government do we have in the United States?

With the exception of town meetings, a form of pure democracy, we have at the local, state, and national levels a democratic, representative, republican form of government. It is "democratic" because the people govern themselves; "representative" because they do so through elected representatives chosen by ballot; and "republican" because the government derives its powers from the people.

2. What contributions has our country made to the institution of government?

Some of the American contributions to the institution of government are as follows: a written constitution, an independent judiciary to interpret it, and division of powers between the Federal and state governments.

3. What were the six basic principles on which the Constitution was framed?

The Fathers of the Constitution agreed, without dispute, to six basic principles:

1. It was understood that all states would be equal. The national Government cannot give special privileges to one state.

2. There should be three branches of government--one to make the laws, another to execute them, and a third to settle questions of law.

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\*Our American Government: What Is It? How Does It Function?  
150 Questions and Answers, U.S. Government Printing Office,  
Washington: 1975.



3. All persons are equal before the law; and anyone, rich or poor, can demand the protection of the law in the exercise of his rights.

4. The Government is a government of laws, not of men. No one is above the law. No officer of the Government can use authority unless the Constitution or the law permits.

5. The people can change the authority of the Government by changing the Constitution. (One such change was the election of Senators by direct vote instead of by state legislatures.)

6. The Constitution, the Acts of Congress, and the treaties of the U.S. are law, the highest in the land. The national Government is a government of the people, and not of the states alone.

#### The Congress General

#### 4. What is the Congress?

The Congress of the United States is the legislative department of the National Government, and consists of two branches--the Senate and the House of Representatives.

#### 5. What is the term of a Congress, and how often must it meet?

A Congress begins at noon January 3 of each odd-numbered year, and continues for two years, regardless of the number of regular or special sessions held. A session of Congress usually means that both the Senate and House are meeting for the transaction of business.

The Legislative Reorganization Act of 1970 requires Congress to adjourn sine die not later than July 31 of each year unless there is a declared war, or unless Congress otherwise provides. In odd numbered years, the Congress must take an August recess if it fails to adjourn by July 31.

6. How many Blacks have served in Congress?

As of January 1975, 44 Blacks have served in Congress, 41 in the House and three in the Senate. Joseph H. Rainey of South Carolina was the first Black to serve in the House, from December 12, 1870 to March 3, 1879. Hiram R. Revels of Mississippi, appointed by the State legislature to fill a vacancy, served in the Senate from February 23, 1870 to March 3, 1871. The Hon. Shirley Chisholm of New York, elected for the first time in 1968, is the first black woman to serve in Congress. William L. Dawson, the first black committee chairman, served as chairman of the House Committee on Government Operations from 1947-1953 and from 1955 until his death in 1970.

7. How many women have served in the Congress; who was the first; how many have chaired committees?

Excluding Delegates, 94 women have been elected or appointed through January 1975: 83 to the House of Representatives only, and ten to the Senate only. Margaret Chase Smith has served in both the House and Senate. The first woman Member of Congress was Jeanette Rankin who was elected in 1916 before the Nineteenth Amendment guaranteed suffrage to all women. Eight women have chaired congressional committees.

House of Representatives

8. What qualifications are prescribed for a Representative in Congress?

A member of the House of Representatives must be at least 25 years of age, must have been a United States citizen for at least 7 years, and must reside in the State from which he is sent to Congress.

9. What is the size of the House of Representatives and how is it fixed?

The Constitution entitles each State to at least one Representative. Beyond this minimum number, Representatives are apportioned among the States according to population. For the first Congress, i.e., before the taking of the first census, the Constitution itself fixed the number for each State--and therefore the size of the House. The only other constitutional limitation is that the number "shall not exceed one for every thirty Thousand." Within this limit, Congress has the say as to the size of the House. With the great increase in population, and consequent number of Representatives, there have been frequent demands for a smaller House, but to date the trend has been the other way. Under the law now in force, the membership is fixed at 435 indefinitely. In addition to the Representatives from the 50 States there is a Resident Commissioner from Puerto Rico and Delegates from the District of Columbia, the Virgin Islands, and Guam.

10. What is the procedure for apportionment of Representatives?

Population figures used for apportionment of Representatives are determined for States by each decennial census. For many years the actual apportionment was calculated according to the method of "major fractions" but under act of November 15, 1941, Congress adopted the method of "equal proportions." Briefly, this method takes the fixed size (currently 435) and after assigning 1 seat to each State, as required by the Constitution, allots the remaining 385 on the basis of a priority list obtained by dividing the population of each State by the geometric means of successive numbers of Representatives. This method makes the difference between the average number of Representatives per million people in any two States as small as possible.

## Senate

11. What qualifications are prescribed for a Member of the Senate?

A member of the United States Senate must be at least 30 years of age, must have been a citizen of the United States for 9 years, and must be a resident of the State from which he is sent to Congress.

12. Who are the officers of the Senate and how are they chosen?

The Constitution provides that the Vice President of the United States shall be the President of the Senate. The Senate also elects by resolution a President pro tempore who is a Member who presides during absences of the Vice President.

Other officers chosen by resolution are the Secretary, Sergeant at Arms, Chaplain, Secretary for the Majority, and Secretary for the Minority.

13. Can the Vice President vote in the Senate?

He can do so only in the event of a tie vote.

## Organization and Procedure

14. What is a party leader?

There is a majority leader and a minority leader. In talks on the floor, Members do not usually refer to Democrats and Republicans. Generally, they refer to the "majority" and the "minority."

The leader is all the title implies. He leads in party debate. He brings forward party programs and policies. His advocacy of, or opposition to, proposed legislation indicates the party preference. The majority leader has much control over what legislative programs come up and when.

15. How do Members of Congress introduce bills?

When a Senator rises to introduce a bill, he says, "Mr. President," and waits for the Vice President to recognize him. The Vice President recognizes the Senator by looking at him and saying: "The Senator from \* \* \*," naming the State from which the Senator comes.

Then the Senator states that he desires to introduce a bill.

A Senator often introduces several bills at the same time by saying that he desires to introduce sundry bills and have them referred to the proper committees. A Senator may introduce a bill at any time by obtaining unanimous consent for that purpose.

Members of the House introduce bills by placing them in a "hopper," a box on the Clerk's desk.

16. What is a "veto"?

The word "veto" is derived from the Latin and means "I forbid." The President is authorized by the Constitution to refuse his assent to any measure presented by Congress for his approval. In such a case, he returns the measure to the House in which it originated, at the same time indicating his objections--the so-called veto message. The veto goes to the entire measure; the President is not authorized, as are the Governors of some States, to veto separate items in a bill.

The Committee System

17. Why are congressional standing committees necessary?

Standing committees were established as early as 1803; before that, bills were discussed in Committee of the Whole, and then referred to a select committee for drafting. The development of

standing committees of small membership (the largest in the House, Appropriations, has 55 members) was a practical necessity to ensure a preliminary check on the flood of bills introduced. Committee procedure, with its witnesses and cross-examination, offers a much more satisfactory method of reaching the real merits of a measure and presenting it in workable form than the necessarily limited consideration on the floor by a (possible) membership of 435.

18. What is a select committee?

A select committee is one established by the House or Senate usually for a limited period and generally for a strictly temporary purpose. When that function has been carried out the select committee automatically expires. A standing committee, on the other hand, is a regular, permanent unit in Congress.

The Executive

19. What is the wording of the oath taken by the President? Who administers it?

The form of oath for the President is prescribed by the Constitution as follows:

"I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will, to the best of my ability, preserve, protect, and defend the Constitution of the United States."

Generally, the Chief Justice administers the oath, but this is merely custom. Any officer authorized to administer oaths could do it.

20. What are the constitutional powers of the President?

Article II of the Constitution vests the "executive power" in the President. There is dispute among scholars as to whether the executive power consists solely of those powers enumerated for the President or whether it consists of those powers that are implied in Article II. Most authorities lean toward the latter interpretation.

The actual powers expressly granted to the President are few in number. He is Commander in Chief of the Army and Navy and of the state militias when called into the service of the United States. He may require the written opinion of his executive officers and is empowered to grant reprieves and pardons except in the case of impeachment. He has power, by and with the advice and consent of the Senate, to make treaties, provided that two-thirds of the Senators present concur. He also nominates, and by and with the advice and consent of the Senate, appoints Ambassadors, other public ministers and consuls, Justices of the Supreme Court, and other Federal officers whose appointments are established by law. Congress has by law vested the appointment of inferior officers in the President. The President has the power to fill all vacancies that occur during the recess of the Senate. Those commissions expire unless the Senate consents to them when it reconvenes. The Constitution also directs the President periodically to inform Congress on the state of the Union and to recommend legislation that he considers necessary and expedient. He may, on extraordinary occasions, convene both Houses of Congress, or either of them, and in case the two Houses disagree as to the time of adjournment he may adjourn them to such time as he shall think proper. The President shall also receive Ambassadors and other public ministers, take care that the laws are faithfully executed, and commission all officers of the United States. The President may

veto acts of Congress. A two-thirds vote of those present and voting is required in both the House and the Senate to override his veto.

21. What is an executive order?

Executive authorities often issue rules and regulations to implement legislation and set forth efficient procedures for internal administration. Sometimes these are in the form of an executive order by the President. In the event that an executive order exceeds the bounds of presidential authority, the Supreme Court may declare it invalid.

22. What are the Government positions held by members of the President's Cabinet?

Secretary of State, Secretary of the Treasury, Secretary of Defense, Attorney General, Secretary of the Interior, Secretary of Agriculture, Secretary of Commerce, Secretary of Labor, Secretary of Health, Education, and Welfare, Secretary of Housing and Urban Development, and Secretary of Transportation. The Vice President and certain other officials of the executive branch have been invited by the President to participate in Cabinet meetings.

### The Judiciary

23. Who determines the number of members constituting the Supreme Court?

Congress fixes the number of members and their salaries. By an Act of June 25, 1948, there are eight Associate Justices.

24. Does the Supreme Court review every case it receives?

The majority of cases are disposed of by the brief decision that the subject matter is either not proper or not of sufficient importance to warrant Court review. Each year only 250 to 300



cases of importance are decided on their merits; about half of these decisions are announced in full published opinions.

25. What are the District Courts of the United States?

The District Courts are the trial courts with general Federal jurisdiction. Each state and the District of Columbia has at least one District Court; many states have two or three districts, and Texas and New York have four districts each. There are 94 of these courts, 89 in the 50 states and one each in the District of Columbia, the Canal Zone, Guam, Puerto Rico, and the Virgin Islands. A district may be divided into divisions and may have several places where the court hears cases. Cases from the District Courts are reviewed by the U.S. Courts of Appeals, except that injunction orders of special three-judge District Courts, certain decisions holding acts of Congress unconstitutional, and certain criminal decisions may be appealed directly to the Supreme Court.

26. What are the U.S. Courts of Appeals?

The Courts of Appeals are intermediate appellate courts, created by Act of March 3, 1891, to relieve the Supreme Court of considering all appeals in cases originally decided by the Federal trial courts. They are empowered to review all final decisions and certain interlocutory decisions of District Courts, except in those very few situations where the law provides for a direct review by the Supreme Court. They also are empowered to review and enforce orders of many Federal administrative bodies, such as the Securities and Exchange Commission and the National Labor Relations Board. The decisions of the Courts of Appeals are final except as they are subject to discretionary review or appeal in the Supreme Court.

PART III

INSTRUCTIONS FOR  
TRAINING  
DISCUSSION LEADERS  
IN THE USE OF THE  
NEW MATERIALS

INSTRUCTIONS FOR TRAINING DISCUSSION LEADERS  
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Background

Many discussion leaders who conducted human relations training using USMC Human Relations Leadership Discussion Manual, Volumes I, II, and III will require training in the use of USMC Leadership Discussion Leader Manual, NAVMC 2656A, USMC Leadership Discussion Manual, NAVMC 2656B, and USMC Annual Leadership Training, NAVMC 2657.

The determination of needs for such training is the prerogative of the local commander. When a commander determines that the need exists, the length and substantive content of such training are also his/her prerogative.

Commanders should consider the following as elements of training:

1. Initial Orientation (0202)
2. Management of Individual Action (0205)
3. A Test of Leadership Traits (0301)
4. 2-Minute Impromptu Speeches (0302)
5. Vocabulary Insights (0306)
6. Information Gathering (0307) (Lecture Portion Only)
7. Development of Leadership Situations and Action Assignments (0308)
8. Oral Testing of Learning Objectives (0309)
9. Iceberg Chart of Human Conflict (0310)
10. The Big Picture of USMC Leadership (0311) (Revised to accommodate the time frame of this training)
11. USMC Annual Leadership Training, NAVMC 2657 (0402)

12. USMC Leadership Discussion Leader Manual, NAVMC 2656A  
(0403)

13. Resource Document on the U.S. Government (0404)

The subcourses listed above are taken from the discussion leaders' course in Part II of this manual. It is estimated that four working days are required to conduct training using the subcourses cited. This estimate also assumes that there are 12 Marines in each training group.